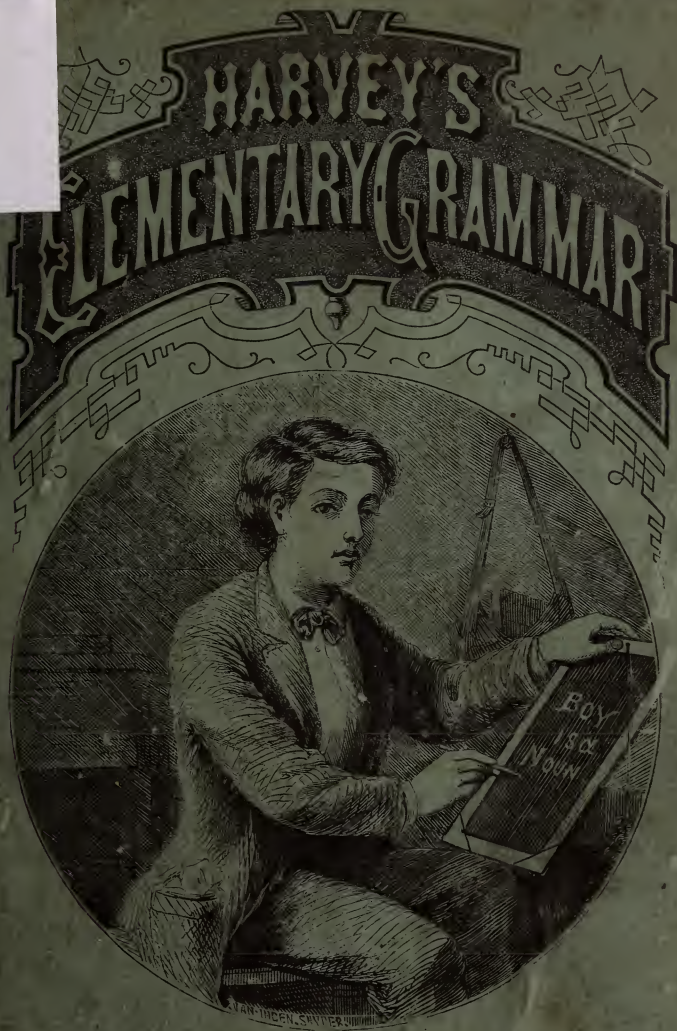


PE 1111

.H46

1869

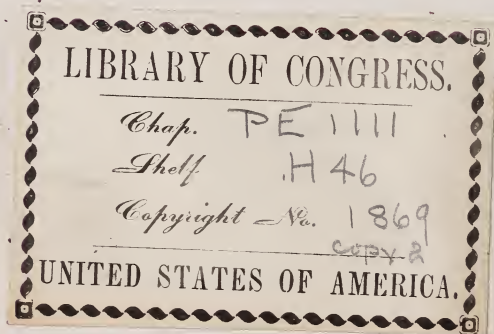
Copy 1



PHILA.: CLAXTON, REMSEN & HAFEELEFINGER.

NEW YORK: CLARK & MAYNARD.

Filed July 20 1869  
John M. Leary  
Clerk

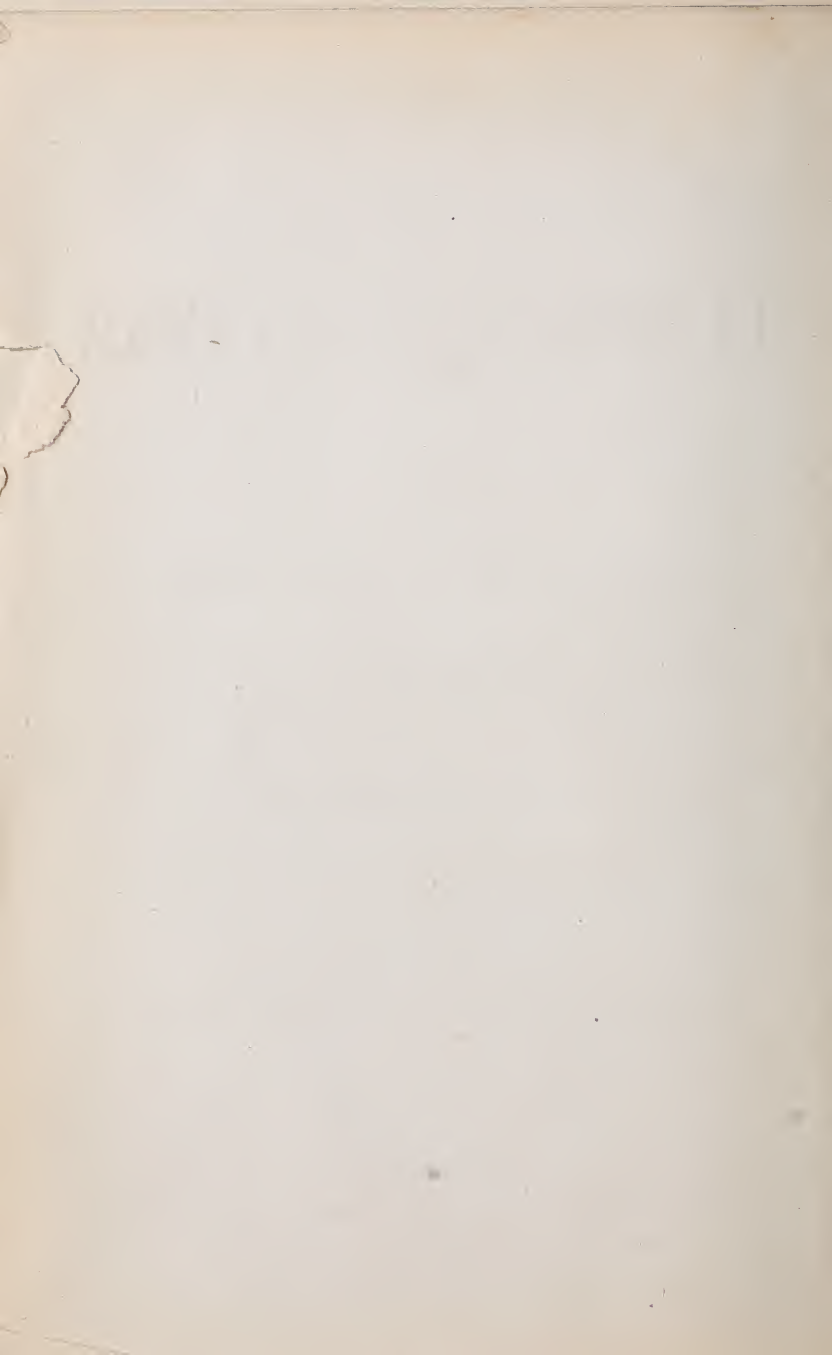












*HARVEY'S ELEMENTARY GRAMMAR.*

---

AN

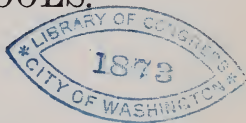
# ELEMENTARY GRAMMAR

OF THE

ENGLISH LANGUAGE,

FOR THE

USE OF SCHOOLS.



---

By THOS. W. HARVEY, A. M.,

AUTHOR OF "PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE."

---

CINCINNATI:  
WILSON, HINKLE & CO.

PHILA: CLAXTON, REMSEN & HAFELFINGER.

NEW YORK: CLARK & MAYNARD.

20

TE 1111  
.H46  
1869  
Copy 2

---

Entered according to Act of Congress, in the year 1869, by

WILSON, HINKLE & CO.,

In the Clerk's Office of the District Court of the United States, for the  
Southern District of Ohio.

---

ELECTROTYPED AT THE FRANKLIN TYPE FOUNDRY, CINCINNATI.

## P R E F A C E.

---

IN the preparation of this work, the aim of the author has been to present the subject in a style neither too difficult for the beginner nor too simple for the more advanced student. As its name indicates, this is an *elementary*, not a *primary* grammar.

Part I consists of *model oral lessons*, illustrating methods of elementary instruction in language culture. These need not be given in the order in which they are arranged; and, if it be found necessary or desirable, they may be varied or subdivided to adapt them to the wants and capacity of the pupil. With these as models, any ingenious teacher can readily prepare similar lessons to simplify or elucidate the more difficult sections in Parts II and III.

Part II is similar to Part I in spirit and design. The topics, however, are more systematically arranged and developed. Great care has been taken never to define a term or to enunciate a principle without first preparing the mind of the pupil to grasp and comprehend the meaning and use of the terms defined or the principles enunciated. Ideas are first developed by intelligent questioning and appropriate illustrations; then, clothed in words. The examples in the drill exercises have been chosen with great care.

Part III contains a concise yet exhaustive statement of the properties or modifications of the different parts of speech;

carefully prepared models for parsing and the analysis of complex and compound sentences—making, with the analysis taught in Part II, a complete and perfect system; rules of syntax, and cautions, with appropriate exercises in false syntax. Notes, remarks, and suggestions have been but sparingly introduced, as they serve rather to confuse than to assist the beginner.

The author would call special attention to the synthetic exercises in Part II, and the exercises in false syntax in Part III. No thoughtful teacher will neglect or give undue prominence to either class of exercises. Grammatical instruction is of little value unless its aim and end is to teach the pupil to detect and correct inaccuracies in the use of language, as well as to give forcible, elegant expression to thought.

It has been said that there is no royal road to geometry. The same may be said of grammar. The meaning and application of its technical terms must be learned, sentences must be analyzed, words must be parsed, before the student can comprehend the philosophy which underlies the correct use of any language. The labor necessary to acquire this knowledge may be made attractive, but it can not be dispensed with, neither can it be materially lessened. All that is claimed for this work is, that it shows how this labor should be expended to secure the best results.



# CONTENTS.

---

## PART I.

	PAGE.
Names of Things, . . . . .	7
Teaching new Words, . . . . .	9
Action-words, . . . . .	10
Quality-words, . . . . .	11
Sentence-making, . . . . .	12
Things seen in Pictures, . . . . .	14
Word-picturing, . . . . .	17
Mispronounced Words, . . . . .	18
Incorrect Expressions, . . . . .	19
Classes of Sentences, . . . . .	21

## PART II.

The Senses, . . . . .	23
Definition of Object, . . . . .	23
"    " Word, . . . . .	24
Language, . . . . .	24
Parts of Speech, . . . . .	25
The Noun, . . . . .	25
The Sentence, . . . . .	27
Parts of a Sentence, . . . . .	28
The Noun as Predicate, . . . . .	29
Elements, . . . . .	31
The Verb, . . . . .	32
Classes of Verbs, . . . . .	33
Objective Element, . . . . .	33
The Adjective, . . . . .	36
" Article, . . . . .	38
" Participle, . . . . .	40
" Adjective Element, . . . . .	43
" Pronoun, . . . . .	45

	PAGE.
Personal Pronouns, . . . . .	46
Possessive " . . . . .	48
Relative " . . . . .	50
Complex Sentence, . . . . .	51
Relative Clause, . . . . .	51
Interrogative Pronouns, . . . . .	53
The Adverb, . . . . .	55
" Adverbial Element, . . . . .	55
" Preposition, . . . . .	57
" Phrase, . . . . .	58
" Conjunction, . . . . .	59
Compound Element, . . . . .	60
The Interjection, . . . . .	62
Classes of Sentences, . . . . .	63
Principal Elements, . . . . .	64
Subordinate Elements, . . . . .	64

## PART III.

The NOUN, . . . . .	67
Gender, . . . . .	67
Person, . . . . .	69
Number, . . . . .	70
Case, . . . . .	72
Declension, . . . . .	74
Parsing, . . . . .	75
The PRONOUN, . . . . .	78
Personal Pronouns, . . . . .	78
Possessive " . . . . .	81
Relative " . . . . .	82
Interrogative " . . . . .	85

	PAGE.		PAGE.
False Syntax, Cautions,	87	Grammatical Subject,	132
The ADJECTIVE,	90	Logical Subject,	132
Comparison,	90	Grammatical Predicate,	133
Descriptive Adjectives,	90	Logical Predicate,	133
Definitive         “	91	Ellipsis,	133
False Syntax, Cautions,	93	Abridgment,	134
The VERB,	95	Rules of Syntax,	136
Voice,	95	Miscellaneous Exercises,	140
Mode,	96	Questions for Review,	143
Tense,	98		
Person and Number,	100		
Auxiliaries,	101	PART IV.	
Unipersonal Verbs,	101	PUNCTUATION,	146
Conjugation,	101	The Comma,	146
Coördinate Forms,	109	“ Semicolon,	148
Regular Verbs,	111	“ Colon,	149
Irregular Verbs,	112	“ Period,	149
Defective and Redundant Verbs,	115	“ Interrogation Point,	150
False Syntax, Cautions,	118	“ Exclamation Point,	150
The ADVERB,	120	“ Dash,	150
Comparison,	121	“ Brackets,	151
False Syntax, Cautions,	123	Other Marks,	151
The PREPOSITION,	123		
The CONJUNCTION,	125	PART V.	
The INTERJECTION,	127	Elementary Sounds,	154
Simple Sentence,	128	Table of Sounds,	155
Compound Sentence,	129	Letters,	156
Complex Sentences,	130	Capital Letters,	156
		Syllables — Words,	159

# ELEMENTARY GRAMMAR.

---

## PART I.

### ORAL LESSONS.

**To Teachers.**—The lessons in Part I are intended to precede the use of a book in grammatical instruction. That they may be *useful*, as well as animated and attractive, observe the following directions:

1. Require prompt answers, always expressed in complete sentences.
2. Require pupils to copy on their slates whatever you write on the blackboard.
3. Correct with great care all errors in pronunciation, spelling, punctuation, and the use of capital letters.

#### LESSON I.

##### 1. Names of Things.

**Teacher** (*taking a book from his desk*).—What is this?

**Pupils.**—That is a book.

The teacher writes this answer on the blackboard: the pupils copy it on their slates.

**T.** (*Pointing to the word "book"*).—Is that a book?

**P.**—No: that is a word.

**T.**—That is right. It is a word used as the *name* of a *thing*. Mary, you may bring me a book. James, you may point to

the word "book". Now, observe that Mary has brought me a *thing* we call a *book*, and James has pointed to its *name*.

Call the attention of your pupils, in a similar manner, to an *inkstand*, a *pen*, a *bell*, a *crayon*, a *pencil*, a *slate*, a *ruler*.

**T.**—Write these names on your slates, in columns, as I write them on the blackboard:

Book.	Crayon.
Inkstand.	Pencil.
Pen.	Slate.
Bell.	Ruler.

**T.**—With what does each word commence?

**P.**—Each word commences with a capital letter.

**T.**—What is placed after each word?

**P.**—A period is placed after each word.

**T.**—What are these words?

**P.**—They are names of things.

Write, in columns, the names of all objects in the school-room. Let the pupils give the names of objects in the kitchen—in the sitting-room—in the parlor—also, the names of objects seen on their way to school.

*Write six names of things that may be known by the sense of sight.*

*Write six names of things that may be known by the sense of hearing.*

*Write six names of things that may be known by the sense of touch.*

*Write six names of things that may be known by the sense of taste.*

*Write six names of things that may be known by the sense of smell.*

Talk with your pupils about the things whose names are given. Encourage them to tell what they know of their uses—of the places where they are found, etc. Let them write sentences like these: "Pepper grows in the East Indies." "Oranges grow in Florida." "Quinine has a bitter taste." "I heard an owl hoot." Pay particular attention to the spelling of these sentences. See that every word is correctly spelled; that each sentence and every proper name begins with a capital letter, and that a period is placed at the end of each sentence.

Remember that the object of these lessons is not to give instruction in matters of science, but to lead pupils to observe things, and to teach them how to express their thoughts in correct language.

## LESSON II.

**Teacher.**—We have written the names of five kinds of things. One kind we know by the sense of sight; another, by the sense of touch or feeling; another, by the sense of hearing; another, by the sense of taste; another, by the sense of smell. Seeing, feeling, hearing, tasting, and smelling are called the *five senses*. What are the five senses?

**Pupils.**—The five senses are seeing, feeling, hearing, tasting, and smelling.

**T.**—Any thing which we can see, feel, hear, taste, or smell is called *matter*. What is matter?

**P.**—Matter is any thing that we can see, feel, hear, taste, or smell.

**T.**—Write this on your slates. Now repeat it in concert. Those things which are made of matter are called *material things*. Do you know what *material* means?

**P.**—We do not.

**T.**—It means *composed of matter*. What, then, are material things?

**P.**—Things composed of matter are material things.

**T.**—Write this answer on your slates. What kind of thing is this pencil?

**P.**—It is a material thing.

**T.**—Why is it a material thing?

**P.**—Because it is composed of matter.

**T.**—How do you know it is composed of matter?

**P.**—Because we can see it and feel it.

**T.**—How many new words have you learned in this lesson?

**P.**—We have learned three new words.

**T.**—What are they?

**P.**—They are *senses, matter, and material*.

**T.**—What are the five senses?

Pupils answer the question, and then define *matter* and *material*.

In this lesson is exemplified a method of teaching the meaning and use of *new words*, or words with which pupils are not familiar. When teaching the name of an object not familiarly known, exhibit the object, or a picture of it, before giving its name.

The names of parts of objects should be taught in a similar manner. Consult any good work on object lessons for illustrative exercises.

### LESSON III.

#### 2. Action-Words.

**Teacher.**—When I say “The boys run”, which word tells what the boys are doing?

**Pupils.**—The word “runs” tells what the boys are doing.

**T.**—When I say “The dog barks”, which word tells what the dog is doing?

**P.**—The word “barks” tells what the dog is doing.

Write these two sentences on the blackboard.

**T.**—There are a great many words which tell us what different things do. Such words usually express actions. What is a good name for them?

**P.**—Action-words is a good name.

**T.**—What, then, are action-words?

**P.**—Action-words are words which tell us what different things do.

**T.**—When action-words are used with the names of things, they usually *affirm* something of those things. Do you know what “affirm” means?

**P.**—We do not.

**T.**—“Affirm” means to *say*. Action-words *say* something of



things. You may now affirm the following action-words of appropriate things: *walk, trot, cackle, whistle, plow, fly, play, jump, scratch, sing, remember, whisper, quarrel, recite.*

Pupils write on their slates, "Men *walk*", "Horses *trot*", "Scholars *recite*", &c.

**T.**—You may tell what the following things do: *hens, geese, cats, sheep, horses, men, farmers, merchants, vessels, winds, trees, flowers.*

Pupils write on their slates: "*Hens cackle*", "*Vessels sail*", "*Trees grow*", &c.

Let the pupils also tell all the actions which any specified object may perform: as, scholars *study*, scholars *learn*, scholars *recite*, &c.; horses *walk*, horses *trot*, horses *gallop*, horses *neigh*, horses *kick*, &c.

#### LESSON IV.

### 3. Quality-Words.

**Teacher.**—Copy on your slates what I write on the black-board. (*Writes*) "Oranges are sweet". What word describes oranges?

**Pupils.**—The word "sweet" describes oranges.

**T.**—That is right. It is a word used to denote that oranges possess a certain quality—that of being sweet. Now, place the word "ripe" before "oranges". Norman, you may read what you have written.

**Norman.**—"Ripe oranges are sweet."

**T.**—What other word here describes oranges by denoting some quality?

**P.**—The word "ripe" describes oranges.

**T.**—As both of these words—*ripe* and *sweet*—denote quality, what will be a good name for them?

**P.**—Quality-words will be a good name.

**T.**—Is "sweet" placed before or after "oranges"?

**P.**—It is placed after "oranges".

**T.**—Where is the word “ripe” placed?

**P.**—It is placed before “oranges”.

**T.**—Where may quality-words be placed, then?

**P.**—They may be placed both before and after the names they describe.

**T.**—Write all the appropriate quality-words you can think of before the word “apples”.

Pupils write: *Sour* apples, *sweet* apples, *pleasant* apples, *large* apples, *small* apples, *sound* apples, *rotten* apples, &c.

**T.**—Write all the appropriate quality-words you can think of after the word “ice”.

Pupils write: Ice is *cold*, ice is *heavy*, ice is *solid*, &c.

**T.**—When a quality-word is written after the name it describes, a word or group of words is usually placed between it and that name. What word is thus used in the sentences you have just written?

**P.**—The word “is” is thus used.

**T.**—When the word “is” or some similar word is placed between a quality-word and the name it describes, the quality-word is said to be *affirmed* of the name.

*Write the following quality-words before appropriate names:*

Round, square, large, small, light, heavy, red, yellow, green, smooth, rough, dark, muddy, pretty, sweet.

**Model.**—A *round* table.

*Write the same words after appropriate names.*

**Model.**—The table is *round*.

## LESSON V.

### 4. Sentence-Making.

**Teacher.**—Copy these words on your slates: *always*, *good*, *happy*, *are*, *scholars*. Are these words so arranged as to express any meaning?

**Pupils.**—They are not.

**T.**—Arrange them so that they will express some meaning.

**A pupil.**—"Good scholars are always happy."

**T.**—Arrange them so that they will ask a question?

**A pupil.**—"Are good scholars always happy?"

**T.**—Well done. When groups of words express some meaning, they are said to make complete sense. Such groups are called *sentences*. What, then, is a *Sentence*?

**P.**—A *Sentence* is a group of words making complete sense.

If necessary, the teacher may assist the pupils in expressing this definition.

**T.**—Arrange these words into a sentence: *unknown, the, to, were, fire-arms, ancients*.

**A pupil.**—"Fire-arms were unknown to the ancients."

**T.**—Arrange them so that they will ask a question?

**A pupil.**—"Were fire-arms unknown to the ancients?"

**T.**—Now write a sentence containing the words *we, up, sun, daylight*. Supply words necessary to make complete sense.

**A pupil.**—"We were up by daylight to see the sun rise."

**T.**—Very well done. Has any one a different sentence?

**A pupil.**—"We got up after daylight before the sun rose."

Let the pupils read the sentences they have written.

**T.**—You may now arrange these words and groups of words, separated by commas, into a sentence: *left, he, of the academy, house, for the halls, father's, his*.

**A pupil.**—"For the halls of the academy, he left his father's house."

**T.**—Has any one a different arrangement?

**A pupil.**—"He left his father's house for the halls of the academy."

**T.**—Arrange these words into a sentence, supplying necessary words: *beautiful, our, garden, flowers*.

**1st pupil.**—"Beautiful flowers grow in our garden."

**2d pupil.**—"How beautiful the flowers are in our garden!"

**3d pupil.**—"Our garden is full of beautiful flowers."

**4th pupil.**—"How beautiful the flowers look in our garden!"

This exercise may be made very interesting and attractive. Let the length of the sentences to be constructed be adapted to the age and mental development of the pupil. Select the best arranged of the sentences given—write it on the blackboard, and give reasons for preferring it to all others.

Turning poetry into prose is an exercise which may follow this. Select some simple ballad; read it to your pupils; then read each verse slowly and distinctly, and instruct your pupils how to express the thought or sentiment of the verse in prose, and in their own language.

## LESSON VI.

### 5. Things Seen in Pictures.

The teacher exhibits a picture. Suppose the principal objects in it to be a lady and a gentleman on horseback, a boy playing with a dog, a house, a gate, and a hill in the background.

**Teacher** (*to a pupil*).—What do you see in this picture?

**Pupil.**—I see a lady and a gentleman on horseback in the picture.

The teacher writes the answer on the blackboard; the pupils copy it on their slates.

**Teacher** (*to another pupil*).—What do you see in this picture?

**Pupil.**—I see a boy in the picture.

Write this answer, as before.

**T.** (*to a third pupil*).—What do you see?

**P.**—I see a dog in the picture.

Write this answer, as before.

**T.** (*to a fourth pupil*).—What do you see?

**P.**—I see a house in the picture.

Write this answer, as before.

Ask similar questions of other pupils, until all the prominent objects in the picture have been pointed out and named.



**T.**—What is the boy doing?

**P.**—The boy is playing with the dog.

Write this answer, as before.

**T.**—What makes you think the boy is playing with the dog?

Pupils give reasons.

**T.**—Into what does the gate open?

**P.**—The gate opens into a lawn in front of the house.

Write this answer, as before.

**T.**—Where is the tree?

**P.**—The tree is at the corner of the fence, near the gate.

Write this answer, as before.



**T.**—Is there any thing else near the gate?

**P.**—There are some steps leading up to the gate.

Write this answer, as before.

**T.**—Where is the hill?

**P.**—The hill is back of the house.

Write this answer, as before.

**T.**—Silas, you may tell me what you see in the picture.

**Silas.**—I see a lady and a gentleman on horseback, a boy, a dog, a house, a gate, and a hill, in the picture.

**T.**—Pupils, you may erase the first four answers written on your slates, and in their place write the answer Silas has just given. Now see what a nice composition you have written. Susan, you may read what is written on your slate.

Susan reads: "I see a lady and a gentleman on horseback, a boy, a dog, a house, a gate, and a hill, in the picture. The boy is playing with the dog. The gate opens into the lawn, in front of the house. The tree is at the corner of the fence, near the gate. There are some steps leading up to the gate. The hill is back of the house.

**T.**—Sarah, will you point to that part of the picture which appears to be nearest you? Do you know what that is called?

**Sarah.**—I do not.

Other pupils say that they do not.

**T.**—It is called the *foreground*. Write that word on your slates as I write it on the blackboard. Now pronounce it. Can any one now tell me what the *foreground* of a picture is?

**A pupil.**—The foreground of a picture is that part which seems to be nearest us.

This definition is written on blackboard and slates, and then repeated in concert.

Teach in a similar manner the meaning of the term *back-ground*.

**T.**—How many *new words* have you learned in this lesson?

**P.**—We have learned two new words.



**T.**—What are they?

**P.**—They are *foreground* and *background*.

Let the pupils give the definition of these terms a second time.

Should a painting or colored picture be used in giving this lesson, call attention to the different colors; write their names, and compare them with similarly colored objects in the school-room—such as articles of dress, flowers, etc.

## LESSON VII.

### 6. Word-Picturing.

**Teacher.**—I will read you a short story, which I find in "*Cowdery's Moral Lessons*":

"In one of our large cities, a mechanic, in going to his work, had occasion to pass a group of ragged immigrants just landed from a British ship. They appeared forlorn and destitute. They made no appeal for assistance, but sat silent on the sidewalk, in their misery and squalor. The mechanic regarded them for a moment, and then, as if seized by a sudden impulse, drew his dinner, wrapped in an old newspaper, from his pocket, and gave it to a woman who crouched near him, to divide among her children. He did not wait for thanks, but hurried off."

Now, pupils, can you tell me the name of the feeling which led this mechanic to give his dinner to the poor immigrants?

Pupils suggest different names; as, *pity*, *good-nature*, &c.; or say, "He pitied them"; "He wanted to do good"; "He was sorry they were so poor and hungry", &c.

**T.**—The word I have in my mind, as a name for his feeling for them, is "compassion". The immigrants looked so forlorn and distressed that he felt sorry for them, and *sorrow excited by the distress of others*, is called *compassion*. Can you now tell me what *compassion* is?

**A pupil.**—Compassion is sorrow excited by the distress of others.

Write this definition on blackboard and slates; then recite it in concert. In review lessons, let some pupil tell the story as an illustration of the meaning of the word.

Read or relate stories which illustrate *charity, honesty, courage, pity, benevolence, kindness, obedience, self-denial, &c.* Let the words illustrated remain on the blackboard until each pupil thoroughly understands their meaning and application.

This lesson may be given to the whole school, as a portion of the opening or closing exercises.

## LESSON VIII.

### 7. Mispronounced Words.

**Teacher.**—I will write on the blackboard what I once heard a boy say. (*Writes*) “It is orful cold this mornin’”. Now spell the word “orful” as he pronounced it. Spell by sound.

Pupils spell: *o-r, or, f-u-l, ful, orful.*

**T.**—Do you think there is any such word as “orful”?

Pupils may seem undecided: different opinions may be given.

**T.**—What other word sounds somewhat like it?

**A pupil.**—The word “awful” sounds somewhat like it.

**T.**—Spell the word “awful” by sound.

Pupils spell: *a, aw, f-u-l, ful, awful.*

**T.**—That is the word he intended to use. How many will remember the correct pronunciation of the word “awful”?

All hands are raised.

**T.**—What other word did the boy mispronounce?

**P.**—He mispronounced the word “morning”.

Spell both “mornin’” and “morning” by sound, calling atten-

tion to the difference between the sound represented by “n” and that represented by “ng”.

**T.**—Is “awful” a proper word to be used here?

Pupils express different opinions.

**T.**—“Very” is the word the boy should have used. He should have said, “It is very cold this morning”.

Write the corrected sentence on blackboard and slates. Read it, pronouncing each word slowly and distinctly—then let the pupils read it.

Correct, in a similar manner, the pronunciation of the italicized words in the following

#### EXERCISES.

1. Father sold our bay *hoss* yesterday. 2. *Aprīl* comes after March. 3. I saw a *dorg*-fight. 4. Drive the *keows* (cows) to pasture. 5. That was a *drefful* (dreadful) mistake. 6. The *school-marster* punished me for *laffin'*. 7. I *oncet* went a *miled* for a bunch of *voilets*. 8. I *kin* (can) read words of *tu* (two) syllables.

*Make lists of words mispronounced by your pupils; and teach their proper pronunciation.*

#### LESSON IX.

### 8. Incorrect Expressions.

**Teacher.**—I once heard a boy say, “I hain’t got no slate”. Did he use correct language?

**A pupil.**—He did not.

**T.**—What should he have said?

**A pupil.**—He should have said, “I have got no slate”.

**T.**—Do you all think that is correct language?

**A pupil.**—I do not. He should have said, “I have no slate”.

**T.**—That is right. The word “got” is unnecessary, and we should always omit unnecessary words.

Write the incorrect and correct expressions on the blackboard, and let the pupils write them on their slates.

**Teacher.**—See whether you can correct this expression: “Give me them pencils”.

**A pupil.**—It should be, “Give me those pencils”.

**T.**—That is right. Before the names of things, the word “those” should be used instead of “them”. Correct this expression: “Them apples are sour”.

**P.**—It should be, “Those apples are sour”; because “those” should be used instead of “them” before the names of things.

**T.**—I once heard a saucy, ill-mannered boy say, “Old Jones has lots of tin”. Was such language respectful?

**A pupil.**—It was not. He should have said, “Mr. Jones”.

**T.**—Is that all the correction you would make?

**P.**—It is not. He meant to say that Mr. Jones had plenty of money: he should have said, “Mr. Jones has plenty of money”, not “lots of tin”.

**T.**—That is right. Do you know what such language as this boy used is called?

**P.**—We do not.

**T.**—It is called *slang*, which means *low, vulgar language*. Never use slang.

Let the pupils now define *slang*—write the definition on blackboard and slates, and repeat it in concert.

#### EXERCISES.

1. I can't tell you no more. 2. I am almost froze. 3. He has just came. 4. That excuse is all wore out. 5. I have n't saw him for more'n a week. 6. I wouldn't have went, if I had been in your place. 7. I am sure one of them sentences are wrong.

8. There is many kinds of fame. 9. Had any one a pencil they are willing to lend. 10. I am e'en-a-most tuckered out. 11. It was not me. 12. Is that all the far that you can count? 13. My money is all done spent. 14. I guess she come lately.

15. I just wanted he and Charley to see that. 16. I have ate all my dinner; hain't you ate your'n? 17. Him and me are classmates. 18. That book is his'n. 19. Let us try and learn all we can.

20. I'll shut his peepers for him. 21. If any one strikes you, go for him. 22. Whar are you toting that gun, stranger? 23. This 'ere road is orful muddy. 24. Do n't tell nobody where I am. 25. I live to home. 26. Watch out for the steamboat.

27. I caught ten fish last evening. 28. Eli, he run, and John, he run. 29. Eggs, they is very dear. 30. When does your school take up? 31. Our taters is all rottin'. 32. Is n't that are line writ well? 33. What's the heft of that stun?

34. Where you gwine? 35. I knowed what he done thar; but I never let on. 36. Ghosts can't skeer me. 37. Multiply the multiplier on to the multiplicand. 38. That's what's the matter.

*Observe carefully the language of your pupils, and correct all ungrammatical expressions.*

**Suggestion.**—Usually the corrected expression only should be written on the blackboard.

## LESSON X.

### 9. Classes of Sentences.

**Teacher.**—When I say, “The window is open”, I state a fact. What kind of sentence do I use?

**Pupils.**—You use a sentence that states a fact.

**T.**—That is right. I use what is called a *Declarative Sentence*. Can you now tell me what a declarative sentence is?

**A pupil.**—A declarative sentence states a fact.

**T.**—Write that definition on your slates. Now repeat it in concert. When I say, “Is the window open?” what kind of sentence do I use?

**P.**—You use a sentence that asks a question.

**T.**—Such a group of words is called an *Interrogative Sentence*. Can you tell me what an interrogative sentence is?

**A pupil.**—An interrogative sentence asks a question.

**T.**—Write that definition on your slates. Repeat it in concert. When I say, "Clarence, open the window", what kind of sentence do I use?

**P.**—You use a sentence that makes a command.

**T.**—Such a sentence is called an *Imperative Sentence*. Can you tell me what an imperative sentence is?

**A pupil.**—An imperative sentence makes a command.

**T.**—When I say, "O, that window is open again!" I express some feeling or emotion. I then use what is called an *Exclamatory Sentence*. What is an exclamatory sentence?

**A pupil.**—An exclamatory sentence expresses some feeling or emotion.

**T.**—Write this definition on your slates. Repeat it in concert. These are all the classes of sentences there are. How many are there?

**Pupils.**—There are four classes of sentences.

**T.**—Repeat their names.

**P.**—Declarative, Interrogative, Imperative, and Exclamatory.

#### EXERCISES.

*Tell the kinds of sentences in the following exercises :*

1. The winds bring perfumes. 2. Where is my new book? 3. Necessity is the mother of invention. 4. Go to the ant, thou sluggard! 5. Oh, how I trembled with disgust! 6. Does God uniformly work in one way? 7. Be not forward in the presence of your superiors. 8. Lend me your wings! I mount! I fly!

*Tell the kind of sentences in your reading lesson. Change the form of these sentences, from declarative to interrogative, &c.*

**Suggestion.**—While studying Parts II and III of this work, let the pupils change the form of many exercises in analysis and parsing. This exercise will teach them how to express different shades of meaning by different arrangements of the same words.



## PART II.

## PARTS OF SPEECH.

## 10. Objects.

1. **The Senses.**—We have five senses: *seeing, hearing, feeling, tasting, and smelling.*

We obtain a knowledge of material things by means of these senses.

When we see, hear, feel, taste, or smell things, we are said to *perceive* them.

We can not perceive things which are not material, or composed of matter. We are said to be *conscious of* such things.

I drop a book upon the floor. A force called *gravitation* draws it toward the center of the earth. We can not *perceive* this force, but we are *conscious of* it,—that is, we know such a force must exist.

We are conscious of many other things which we can not perceive; as, *love, hatred, joy, sorrow.*

All these things are called *objects*. What, then, is an *object*?

2. An **Object** is any thing we can perceive or be conscious of.

When we think, we think of objects: when we talk, we talk about objects: when we write, we write about objects.

When we talk or write, we use words to express our thoughts. What, then, is a *word*?

3. A **Word** is a syllable or combination of syllables used in the expression of thought.

---

**Questions.**—How many senses have we? Name them. How do we obtain a knowledge of material things? Can we perceive things which are not material? What is an object? What is a word?

## 11. Grammar.

1. **Language** is the expression of thought by means of words.

When we talk, we express our ideas by spoken words. This is called *Spoken Language*.

2. **Spoken Language** is the expression of ideas by the voice.

When we write or print our thoughts, we use letters which represent sounds. This is called *Written Language*.

3. **Written Language** is the expression of thought by the use of written or printed characters.

Different nations use different languages. What language do we use? The English language.

4. **Grammar** treats of the principles and usages of language.

5. **English Grammar** teaches how to speak and write the English language correctly.

---

**Questions.**—What is language? Spoken language? Written language? Grammar? English grammar?

What is an object? What is a word?

## 12. Parts of Speech.

“Scholars study.” What word is here used instead of the names of the persons of whom we are speaking? “Scholars.” What word tells what scholars *do*? “Study.”

“Good scholars study.” What word here describes scholars? “Good.”

“Good scholars study diligently.” What words here tells *how* good scholars study? “Diligently.”

Words, then, not only have different meanings, but they are also used in different ways.

They can be divided into classes, according to their meaning and use.

These classes are called *Parts of Speech*.

**Parts of Speech** are the classes into which words are divided according to their meaning and use.

It is necessary to know its meaning and use in order to determine to which class any word belongs.

---

**Questions.**—What are parts of speech? What is necessary in order to determine the class to which any word belongs?

What is language? Spoken language? Written language? Grammar? English grammar?

What is an object? What is a word?

## 13. The Noun.

What are the words *boy, girl, city, door, window, book, desk*? They are names.

That is correct. They are the *names* of objects, not the objects themselves. Each word is called a *noun*, which means a *name*.

What are the words *house, farm, garden, dog, horse, blacksmith, merchant*? They are nouns. Why? Because they are names.

What are the words *Mary, John, Washington, Chicago, Ohio, America*? They are nouns. Why? Because they are names.

Can the name *boy* be applied to all boys? It can. Can the name *John* be applied to all boys? It can not. Why? Because boys have different names, such as *Charles, Frank, Samuel, Clarence*. Why are boys called by different names? In order to distinguish one from another.

Can the name *city* be applied to all cities? It can. Is the name *Chicago* applied to all cities? It is not. Why? Because it is the name of a particular city.

There are, then, two kinds or classes of nouns: those which can be applied to each one of a class of objects, and those which are applied to a particular one only.

The first kind are called *Common Nouns*: the second kind, *Proper Nouns*.

1. A **Noun** is a name; as, *boy, John, railroad*.

2. A **Common Noun** is a name which may be applied to any one of a class of objects; as, *bird, door, lightning*.

3. A **Proper Noun** is the name of some particular person, place, people, or thing; as, *Susan, Rome, Mexico, Sun*.

Proper nouns should commence with capital letters.

What kind of noun is *plow*? It is a common noun. Why? Because it can be applied to all plows.

What kind of a noun is *New York*? It is a proper noun. Why? It is the name of a particular place.

*Write the names of five kinds of fruit: of five kinds of grain: of three articles of clothing: of five games: of five bad habits: of six farming implements: of four trades: of six townships in your county: of six large cities: of five large rivers: of five mountains: of seven of your schoolmates.*

What are these words? Why? Tell which are *common* and which are *proper* nouns.

*Tell which are **common** and which are **proper** nouns in the following list:*

Lake Erie, railroad, barn, Boston, Sarah, Augusta, rain, snow, dew, Niagara Falls, thunder, lesson, slate, Indianapolis, hour, minute, April, Vesuvius, volcano, Palestine, temple, college, church, organ, steeple, Black Sea.

*Point out all the nouns in your reading lesson, and tell which are **common** and which are **proper** nouns, using the following*

#### MODEL.

"Cicero was an orator."

**Cicero** is a *noun*; it is a name: **proper**; it is the name of a particular person.

**Orator** is a *noun*; (why?): **common**; it may be applied to any one of a class of objects.

**Questions.**—What is a noun? How many classes of nouns are there? What is a common noun? Give examples. What is a proper noun? Give examples. Which class should commence with capital letters?

Can you write objects? Can you write the names of objects? What are parts of speech? What is language? What an object?

## 14. The Sentence.

What is the color of chalk? It is *white*. Chalk breaks easily: is it *tough* or *brittle*? It is *brittle*. We can not see through it: hence we say it is *opaque*. What part of speech is the word *chalk*? It is a noun. Why?

We will join the words *white*, *brittle*, *opaque* with the noun *chalk*, thus:

Chalk is white.

Chalk is brittle.

Chalk is opaque.

Each of these groups of words is called a *Sentence*.

1. A **Sentence** is a group of words making complete sense.

Each group is also called a *Proposition*.

2. A **Proposition** is a thought expressed in words.

In writing sentences, the pupils should carefully observe the following directions:

1st. Commence each sentence with a capital letter.

2d. Spell each word correctly.

3d. Place a period [.] at the end of every sentence that declares something, or makes a command.

4th. Place an interrogation point [?] at the end of every question.

5th. Never divide a syllable at the end of a line.

**Questions.**—What is a sentence? A proposition? Give the directions for writing sentences.

What are parts of speech? What is language? What language do the Germans use? What is an object? What is a word?

## 15. Parts of a Sentence.

In the sentence, "Chalk is white", *chalk* is called the *Subject*; for,

1. The **Subject** of a proposition is that of which something is affirmed.

*White* is called the *Predicate*; for,

2. The **Predicate** of a proposition is that which is affirmed of the subject.

*Is* is called the *Copula*; for,



3. The **Copula** is a word or group of words used to affirm the predicate of the subject.

The word *copula* means a *link*. It is used to join the predicate to the subject.

In the sentence, "Ice is cold", what is the subject? "Ice." Why? Because it is that of which something is affirmed. What is the predicate? "Cold." Why? Because it is that which is affirmed of the subject. What is the copula? "Is." Why? Because it is the word used to affirm the predicate *cold* of the subject *ice*. Why is it called the copula? Because it links or joins the predicate to the subject.

*Point out the subject, predicate, and copula in each of the following sentences:*

1. Air is transparent. 2. Iron is heavy. 3. Nero was cruel.
4. Jane is studious. 5. Walter will be tardy. 6. Mary should be kind.
7. Ellen is unhappy. 8. Martha was cheerful. 9. George is industrious.

*Point out the nouns in these sentences, and tell which are **common** and which are **proper** nouns.*

**Questions.**—What is the subject of a proposition? The predicate? The copula? What does the word *copula* mean?

What is a sentence? A proposition?

What is a noun? A common noun? A proper noun?

What is language? Spoken language? Written language?

What is a word? What is an object? Is *thunder* an object? Why? Is a *horse* an object? Why? Is *love* an object? Why?

Give the directions for writing sentences.

## 16. The Noun as Predicate.

In the sentence, "Man is mortal", the predicate *mortal* denotes a quality belonging to the subject *man*. Words which express qualities may be called *quality-words*. Quality-words are very frequently used as predicates.

Nouns may be used as predicates. When they are thus used, they denote *kind* or *class*.

In the sentence, "Horses are animals", what is the subject? "Horses." Why? What is the predicate? "Animals." Why? What does the word *animals* denote? It denotes the kind or class of beings to which horses belong. What part of speech is it? It is a noun. Why? What is the copula? "Are."

*Affirm qualities of the following subjects :*

Fishes, apples, lead, iron, play, swimming, school, marbles, books, flowers, oranges, trees.

**Model.**—Oranges are *yellow*.

*Affirm the following qualities of appropriate subjects :*

Sweet, bitter, sour, opaque, transparent, red, yellow, blue, hard, soft, round, square, mellow, young, old, happy, miserable.

**Model.**—*Sugar* is sweet.

*Affirm kind or class of the following subjects :*

Sheep, eagles, hoe, rake, wheat, corn, ax, locomotive, gold, silver, coat, wagon, houses, oxen, river, road, table.

**Model.**—Eagles are *birds*.

*Affirm qualities of the same subjects.*

*Ascertain all the properties of five substances. Affirm them of the substances to which they belong.*

**Model.**—*Sugar* is *sweet*; *sugar* is *opaque*; *sugar* is *combustible*, &c.

**Questions.**—What are quality-words? Can they be used as predicates? Give an example. Give an example of a noun used as a predicate.

What is the subject of a proposition? The predicate? The copula?

What is a sentence? A proposition?

What is a noun? A common noun? A proper noun?

Give the directions for writing sentences.



## 17. Elements.

We have seen that a sentence is composed of parts. These parts are called *Elements*.

1. An **Element** is one of the distinct parts of a sentence.

2. The **Subject** and the **Predicate** are called *Principal Elements*, because no sentence can be formed without them.

3. The **Copula** is not called an element. It is used merely to affirm the predicate of the subject.

We can separate any sentence into its elements. This is called *Analysis*.

4. **Analysis** is the separation of a sentence into its elements.

*Analyze the following sentences, using this*

## MODEL.

“Iron is heavy.”

This is a *sentence*; it is a group of words making complete sense.

**Iron** is the *subject*; it is that of which something is affirmed: **heavy** is the *predicate*; it is that which is affirmed of the subject: **is** is the *copula*.

## EXERCISES.

1. Indigo is blue. 2. Gold is heavy. 3. Cork is light.  
4. Flies are insects. 5. Mary was tardy. 6. Sarah is truthful.  
7. Glass is transparent. 8. Apples are plentiful. 9. Boys will be playful.

10. Children should be careful. 11. Men may be imprudent. 12. John can be studious. 13. Iron is useful. 14. Silver is white. 15. Roses are fragrant. 16. Water is heavy.

17. Violets are flowers. 18. Cherries are ripe. 19. Flowers may be white. 20. Axes may be sharp. 21. Julius should be diligent. 22. Lessons may be difficult. 23. Oxen may be useful.

*Point out the **common** and **proper** nouns in the above sentences.*

---

**Questions.**—What is an element? What are the principal elements? Is the copula an element? What is its use? What is analysis?

What is the subject? The predicate? The copula?

What is a sentence? A proposition? Give the directions for writing sentences.

What is a noun? A common noun? A proper noun?

What is an object? What is a word?

What is language? Spoken language? Written language?

## 18. The Verb.

In the sentence, "Fishes swim", what is the subject? "Fishes." Why? What is the predicate? "Swim." Why? Is there any copula expressed? There is not.

The predicate, then, can be affirmed of the subject *directly*; one word expressing both the copula and the predicate.

A word which affirms something of a subject is called a *Verb*. It usually expresses action, being, or state; as, I *am*, denotes being; I *run*, denotes action; I *sleep*, denotes state.

A **Verb** is a word which expresses action, being, or state; as, I *am*, George *writes*, he *dreams*.

What is the word "trot" in the sentence, "Horses trot"? It is a verb. Why? Because it affirms *action* of the subject "horses".

What is the word "stand" in the sentence, "Houses stand"? It is a verb. Why? Because it affirms *state* of the subject "houses".

What is the subject of the sentence, "Boys play"? "Boys." Why? What is the predicate? "Play." Why? What part of speech is the word "play"? It is a verb. Why?

*Write sentences, using the following verbs as predicates:*

Run, limp, stand, sing, whistle, mow, reap, study, recite, sail, look, listen, loiter, reform, neigh, whine, purr, cackle, scream, quarrel, work, play, remain.

**Model.**—Birds *sing*.

*Point out all the verbs in your reading lesson.*

**Questions.**—What is a verb? What does it usually express? What is an element? What are the principal elements? What is the subject? The predicate? The copula? What is a sentence? A proposition? What is a noun? A common noun? A proper noun? What is a word? What is language? Grammar? English grammar?

Give the directions for writing sentences.

## 19. Classes of Verbs.

In the sentence, "Boys study", *lesson, grammar, algebra*, or some other word is required to complete the meaning of the predicate "study". That which tells *what* the boys study, completes its meaning, and is called an *Objective Element*, or *Object*.

1. An **Objective Element** is a word or group of words which completes the meaning of a verb.

**Ex.**—"Indians hunt *buffaloes*." The word "buffaloes" completes the meaning of the verb "hunt", and is an objective element.

Those verbs which require the addition of an object to complete their meaning are called *Transitive Verbs*.

E. G.—3.

2. A **Transitive Verb** requires the addition of an object to complete its meaning.

**Ex.**—"Columbus *discovered* America." The verb "discovered" requires the addition of some word, as "America", to complete its meaning, and is therefore *transitive*.

The object of a transitive verb is not always expressed; but some word different from the subject can always be made its object.

**Ex.**—"Horses eat." The object of the predicate "eat" is not expressed; but some word, as *hay, oats, corn, &c.*, can be made its object.

In the sentence, "Clarence walks", no word is required to complete the meaning of the verb "walks". Those verbs which do not require the addition of an object to complete their meaning are called *Intransitive Verbs*.

3. An **Intransitive Verb** does not require the addition of an object to complete its meaning.

**Ex.**—"Horses run." The verb "run" does not require the addition of an object to complete its meaning. It is therefore *intransitive*.

The copula is always a verb.

4. A **Copulative Verb** is used to assert the predicate of the subject.

**Ex.**—"Lambs *are* playful". The verb "are" is used to assert the predicate "playful" of the subject "lambs". It is therefore a *copulative verb*.

*Write seven sentences containing transitive verbs.*

**Model.**—John *struck* James.

*Write seven sentences containing intransitive verbs.*

**Models.**—Houses *stand*. Boys *swim*.

Write seven sentences containing **copulative verbs**.

**Model.**—The weather *was* warm.

Write sentences, using the following nouns as objective elements:

Lions, elephants, wheat, oats, boats, cars, letters, books, churches, laws, grass, trees, mountains, sun, geography, debts, pictures, wood.

**Model.**—Fire burns *wood*.

Analyze the following sentences, using this

MODEL.

“Scholars learn lessons.”

This is a *sentence*; (why?).

**Scholars** is the *subject*; (why?): **learn** is the *predicate*; (why?). “Learn” is modified by **lessons**, an *objective element*.

#### EXERCISES.

1. Dogs hunt rabbits. 2. Jane studies botany. 3. Eli drives horses. 4. Horses draw wagons. 5. Men build houses. 6. Farmers sow grain. 7. Merchants sell goods. 8. Haste makes waste. 9. Soldiers fight battles. 10. Cats catch mice.

Point out the **verbs** in the following sentences, using these

MODELS.

I. “The nights are chilly.”

**Are** is a *verb*; it denotes being: *copulative*; it is used to assert the predicate of the subject.

II. “Corn grows.”

**Grows** is a *verb*; (why?): *intransitive*; it does not require an object to complete its meaning.

III. “Horses draw wagons.”

**Draw** is a *verb*; (why?): *transitive*; it requires an object to complete its meaning.

## EXERCISES.

1. Viola blushed. 2. Stephen was a martyr. 3. Boys may be useful. 4. The merchant sold goods for money. 5. Houses stand on the river bank. 6. Fishes swim. 7. Elihu works on a farm. 8. James is a clerk. 9. James reads good books. 10. Birds build nests.

*Point out the **nouns** in these sentences.*

*Point out the **nouns** and **verbs** in your reading lesson.*

**Questions.**—What is an objective element? What is a transitive verb? An intransitive verb? A copulative verb? Is the object of a transitive verb always expressed? Give a sentence in which it is not expressed.

What is a verb? What is an element? What are the principal elements?

What is the subject? The predicate? The copula? A sentence? A proposition? Give the directions for writing sentences.

What is a noun? A common noun? A proper noun?

What is a word? What is language? An object?

## 20. The Adjective.

When quality-words are joined to nouns by copulas, they are said to be *predicated* of those nouns.

They may be written or printed in connection with nouns, without being joined to them by copulas; thus: *white* chalk, *sour* apples, a *square* table, *good* boys.

When thus used, they modify or restrict the meaning of nouns, but are not *predicated* of them.

Words which do not express quality may be used as modifiers of nouns. In the sentences, "*This* book is heavy", "*That* book is light", "*Two* boys were sick", "*Three* boys were idle", the words *this*, *that*, *two*, *three*, are modifiers of the nouns which follow them; but they do not express any quality. *This* and *that* point out the nouns to which they belong: *two* and *three* denote number.



Those words which modify nouns by expressing quality, pointing them out, or denoting number are called *Adjectives*.

1. An **Adjective** is a word which modifies the meaning of a noun.

2. There are two classes of Adjectives: *Descriptive* and *Definitive*.

All quality-words are *Descriptive Adjectives*.

3. A **Descriptive Adjective** modifies a noun by expressing some quality belonging to it; as, *ripe* peaches, *bad* examples, *round* tables.

Pointing-out words and number-words are *Definitive Adjectives*.

4. A **Definitive Adjective** limits or defines a noun without expressing any of its qualities; as, *this* boy, *that* house, *five* dollars.

Every adjective derived from a proper noun should commence with a capital; as, *American* cotton, *French* customs.

*Place each of the following adjectives before a noun:*

Good, bad, hungry, thirsty, agreeable, healthy, dry, moist, warm, cold, round, square, light, heavy, hard, soft, rough, smooth, clean, dirty, pleasant, unpleasant, Spanish, Australian.

**Models.**—*Smooth* ice. *Clean* hands.

What kind of adjectives are these? Why?

*Place each of the following adjectives before a noun:*

This, that, these, those, such, same, another, some, yonder, each, every, either, neither, former, latter, both, certain, few, many, much, several, sundry, four, seventh, four-fold.

**Models.**—*Much* money. *Sundry* books.

What kind of adjectives are these? Why?

Point out the **adjectives** in the following sentences, using this

MODEL.

"Fearful storms sweep over these islands."

**Fearful** is an *adjective*; it is a word which modifies the meaning of a noun: *descriptive*; it denotes a quality.

**These** is an *adjective*; (why?): *definitive*; it defines without denoting any quality.

EXERCISES.

1. Both horses are lame. 2. Ripe peaches are plentiful. 3. Large houses are expensive. 4. Beautiful flowers bloom in that garden. 5. Either road leads to town.

6. Every man carried a square box. 7. This lesson is hard. 8. The brave soldier received a severe wound. 9. With fleecy clouds the sky is blanched. 10. Bright and joyful is the morning. 11. The day was clear and cool. 12. A small, white house stood at the foot of the hill.

Point out the **nouns** and **verbs** in the above sentences.

Point out the **adjectives** in your reading lesson.

**Questions.**—What is an adjective? A descriptive adjective? A definitive adjective? What adjectives should commence with capitals?

What is an objective element? A transitive verb? An intransitive verb? A copulative verb? What is a verb?

What is an element? What is the subject? The predicate? The copula?

What is a noun? A common noun? A proper noun?

What is language? Spoken language? Written language?

## 21. The Article.

When we say, "A horse was stolen", *a* denotes that *one* horse is meant, but it does not point out any particular horse.

When we say, "The horse was stolen", *the* denotes that a particular horse is meant.

The words *a* and *the*, in these sentences, are definitive adjectives, because they limit nouns, without denoting any of their qualities. They are also called *Articles*.

*A* and *an* are different forms of the same word. **A** is used when the following word begins with a consonant sound; **An**, when the following word begins with a vowel sound.

1. **The** is called the **Definite Article**, because it points out definitely the object which it restricts.

2. **A** or **an** is called the **Indefinite Article**, because it restricts in an indefinite or general manner.

*Place a or an before the following words, and tell why it should be used:*

Ode, measure, cart, egg, house, honor, hearth, oven, advantage, goat, opossum, turkey, orange, humor, stand, eagle, vulture, elephant, memory.

*Use a or an instead of the dashes in the following sentences, and tell why it should be used:*

1. Temperance is — virtue.
2. The house stands on — hill.
3. — loud report was heard.
4. Life is but — vapor.
5. He is — honest man.
6. He has — ax to grind.
7. Father has bought — horse.
8. I, being — child, was — plea for my admission.

*Use the proper articles instead of the dashes in the following sentences:*

1. Such — law is — disgrace to any state.
2. Repeat — first four lines in concert.
3. Love took up — harp of life, and smote on all — chords with might.
4. — fox is cunning.
5. — days are calm.
6. I had — dream which was not all — dream.
7. — wise son maketh — glad father.
8. — rain is over and — sun shines.
9. — crime, not — scaffold, makes — shame.

*Point out the **articles** in your reading lesson, using this*

MODEL.

"The man was riding in a wagon."

**The** is a *definite article*; it points out definitely the object which it restricts.

**A** is an *indefinite article*; it restricts in an indefinite or general manner.

---

**Questions.**—What words are called articles? Which is the definite article? The indefinite article? When is *a* used? When is *an* used?

What is an adjective? A descriptive adjective? A definitive adjective? What adjectives should commence with capitals?

What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is an element? What is the subject? The predicate? The copula? What is analysis?

What is a noun? A common noun? A proper noun?

What is an object? What is a word? What is language? Grammar? English Grammar?

## 22. The Participle.

"James saw the man plowing."

What is the subject of this sentence? Why? What is the predicate? Why? What is the objective element? Why? What words limit or restrict "man"? The words "the" and "plowing". What does the word "plowing" denote? It tells what the man was doing. Does it *affirm* any thing of man? It does not: it modifies it like an adjective.

The word "plowing", then, partakes of the properties of both a verb and an adjective. Like a verb, it expresses action: like an adjective, it modifies a noun. Because it partakes of the properties of two parts of speech, it is called a *Participle*, which means *partaking of*.

A participle may partake, also, of the properties of a verb and of a noun.

1. A **Participle** is a word derived from a verb, partaking of the properties of a verb, and of an adjective or a noun.

When we say, "The boy is writing", the participle "writing" denotes a *continuance* of the act: the boy is *continuing* to write.

When we say, "The letter is written", the participle "written" denotes a *completion* of the act: the writing of the letter is *finished*.

When we say, "*Having written* the letter, he mailed it", the words "having written" denote that the writing of the letter was completed before the time represented by the verb "mailed".

2. There are three participles: the *Present*, the *Perfect*, and the *Compound*.

When a participle represents the subject to which it belongs as acting, it is called an *active* participle. When it represents the subject as being acted upon, it is called a *passive* participle.

In the sentence, "The boy, laughing, ran away", the participle "laughing" is *active*: it represents the boy as *acting*.

In the sentence, "The boy being punished was a truant", the participle "being punished" is *passive*, because it represents the boy as being *acted upon*.

3. The **Present Participle** denotes the continuance of action, being, or state; as, *loving*, *being loved*.

The *present active participle* always ends in *ing*.

4. The **Perfect Participle** denotes the completion of action, being, or state; as, *loved*, *been*, *lived*.

The *perfect participle* usually ends in *d* or *ed*, but frequently in *n*, *en*, or *t*.



5. The **Compound Participle** denotes the completion of action, being, or state, at or before the time represented by the principal verb; as, "*Having learned the lesson, he recited it.*"

The "principal verb" is the verb used as copula or predicate of the sentence in which the compound participle is found.

The compound participle is formed by placing *having* or *having been* before a perfect participle, or *having been* before a present participle; as, *having learned, having been learned, having been learning.*

*Give the present, perfect, and compound participles of the following verbs:*

Recite, answer, inquire, spell, find, help, study, grow, paint, hope, suffer, resemble, sit, see, go, come, arrive, enjoy, make, learn, demand, enchant, reconcile.

*Form sentences, using any of these participles as predicates.*

**Model.**—Sarah is *studying* her lesson.

*Point out all the participles in your reading lesson, using these*

#### MODELS.

I. "The boy, laughing, ran away."

**Laughing** is a *participle*; it is a word derived from a verb, and partakes of the properties of a verb and of an adjective: *present*; it denotes the *continuance* of an act.

II. "The lesson, studied carefully, was recited."

**Studied** is a *participle*; (why?): *perfect*; it denotes *completion*.

III. "Having recited, we were dismissed."

**Having recited** is a *participle*; (why?): *compound*; it denotes the completion of an act before the time represented by the principal verb.



**Questions.**—What is a participle? Why is it called a participle? How many participles are there? Name them. When is a participle called *active*? When *passive*?

What does the present participle denote? How does the present active participle end? What does the perfect participle denote? How does it usually end? What does the compound participle denote? What is the “principal verb”? How is the compound participle formed?

What is the definite article? The indefinite article? When is *a* used? When is *an* used? What is an adjective? A descriptive adjective? A definitive adjective? What is a verb? A transitive verb? An intransitive verb? A copulative verb? What is an element? The subject? The predicate?

What is a noun? A common noun? A proper noun?

## 23. The Adjective Element.

In the sentence, “Small lakes are abundant”, what word modifies “lakes”? The adjective “small”.

In the sentence, “John’s hat is torn”, what word modifies “hat”? The noun “John’s”. In what manner does it modify “hat”? It denotes that it is the hat which John owns.

In the sentence, “Mr. Jones the mason is insane”, what word modifies “Mr. Jones”? The noun “mason”. In what manner does it modify “Mr. Jones”? It tells his trade or business.

These modifying words are called *Adjective Elements*, because they modify nouns.

1. An **Adjective Element** is a word or group of words which modifies a noun.

In the sentence, “Ripe peaches are plentiful”, what element is “ripe”? It is an adjective element. Why? Because it modifies the noun “peaches”.

In the sentence, “Milton the poet was blind”, what element is “poet”? It is an adjective element. Why?

In the sentence, “Solomon’s temple was destroyed”, what element is “Solomon’s”? It is an adjective element. Why?

Write five sentences, modifying their subjects by **descriptive adjectives**.

**Model.**—Cold weather is unpleasant.

Write five sentences, modifying their subjects by **definitive adjectives**.

**Model.**—Both horses are lame.

Write five sentences, modifying their subjects by **nouns**.

**Models.**—Eli's uncle is rich. Mr. Todd the mason is young.

Write five sentences, modifying both subjects and objects by **adjective elements**.

**Model.**—Ellen's mother bought a new bonnet.

Point out all the **adjective elements** in your reading lesson.

Analyze the following sentences, using these

#### MODELS.

##### I. "Sweet sounds soothe the ear."

This is a *sentence*; (why?).

**Sounds** is the subject; (why?): **soothe**, the predicate; (why?). "Sounds" is modified by **sweet**, an adjective element; "soothe", by **ear**, an objective element: "ear," by **the**, an adjective element.

##### II. "Frank's father is a merchant."

This is a *sentence*; (why?).

**Father** is the subject; (why?): **merchant**, the predicate; (why?). "Father" is modified by **Frank's**, an adjective element: "merchant," by **a**, an adjective element.

##### III. "Milton the poet was blind."

This is a *sentence*; (why?).

**Milton** is the subject; (why?): **blind**, the predicate; (why?): **was** is the copula. "Milton" is modified by **poet**, an adjective element: "poet", by **the**, an adjective element.

## EXERCISES.

1. Clarence is a good scholar. 2. Charles found an old knife. 3. Helen's mother is sick. 4. Miss Young the milliner is dead.

5. The thief stole father's horse. 6. The sheriff caught Hobbs the burglar. 7. Five boys earned three dollars. 8. Both vessels have sailed.

9. Several scholars were tardy. 10. Few men escaped. 11. Many men died. 12. Mr. Snooks the grocer boards Mr. Sears the tailor.

**Questions.**—What is an adjective element? Can nouns be used as adjective elements?

What is a participle? How many participles are there? What is the present participle? The perfect participle? The compound participle?

How does the present participle end? The perfect participle? How is the compound participle formed? Why is this part of speech called a participle?

## 24. The Pronoun.

“John put John's hat on John's head.”

Is this a correct sentence? It is not. What word is unnecessarily repeated? “John's.” How should the sentence be written? It should be written, “John put *his* hat on *his* head”.

What word is here used instead of “John's”? “His.”

This word is called a *Pronoun*, which means *instead* of a noun.

1. A **Pronoun** is a word used instead of a noun; as, *he* runs, *she* sings, *they* listen.

In the sentences, “*I* write”, “*You* read”, “*They* study”, what are the words “*I*”, “*you*”, and “*they*”? They are pronouns. Why? Because they are used instead of nouns—“*I*”,

instead of the name of the person speaking; "you", instead of the name of the person spoken to; "they", instead of the names of the persons spoken of.

The name of a person speaking is said to be of the *first person*; the name of an object spoken to, of the *second person*; the name of an object spoken of, of the *third person*.

Those pronouns which show by their form whether the nouns which they represent are of the first, second, or third person, are called *Personal Pronouns*.

**2. Personal Pronouns** both represent nouns and show by their form whether they are of the first, second, or third person.

**Rem.**—The personal pronouns are *I, thou, he, she, it, we, our, us, my, mine, ye, you, your, thy, thine, thee, his, him, her, its, they, their, them, myself, himself, &c.*

*Point out all the personal pronouns in the following sentences:*

1. Thou callest. 2. I come. 3. She studies. 4. I like her. 5. They are honest. 6. Her lesson was learned. 7. I borrowed his books. 8. They have sold their farms. 9. You should study your lesson. 10. Ye are the people. 11. It can not find its master. 12. Thy fame hath preceded thee.

*Analyze the foregoing sentences, and point out the nouns and verbs, using these*

#### MODELS.

##### I. "It is he."

This is a *sentence*; (why?).

**It** is the subject; (why?): **he** is the predicate; (why?): **is** is the copula.

##### II. "He has lost his book."

This is a *sentence*; (why?).

**He** is the subject; (why?): **has lost**, the predicate; (why?).

"Has lost" is modified by **book**, an objective element; and "book" by **his**, an adjective element.

### III. "Their horses drowned themselves."

This is a *sentence*; (why?).

**Horses** is the subject; (why?): **drowned**, the predicate; (why?). "Horses" is modified by **their**, an adjective element, and "drowned", by **themselves**, an objective element.

*Substitute appropriate pronouns for the dashes in the following sentences:*

1. Stephen died a martyr to — faith. 2. — house to — was a strange land. 3. — said of — son, "— is — brother". 4. Let there be no strife betwixt — and —. 5. Lend — — pen till — write — exercise. 6. How much — missed — brother and — sister. 7. — say — are — friend.

*Write five sentences, using personal pronouns as subjects.*

**Model.**—We are scholars.

*Write five sentences, using personal pronouns as objects.*

**Model.**—Henry admires them.

*Write five sentences, using personal pronouns as adjective elements.*

**Model.**—His book is in his hand.

*Point out the personal pronouns in your reading lesson, using this*

#### MODEL.

"His book is in my desk."

**His** is a *pronoun*; it is a word used instead of a noun: *personal*; it represents a noun, and shows that it is of the *third person*.

**My** is a *pronoun*; (why?): *personal*; it represents a noun, and shows that it is of the *first person*.



**Questions.**—What is a pronoun? A personal pronoun? Name some of the personal pronouns.

What is an adjective element? What is an adjective? A descriptive adjective? A definitive adjective?

What is a participle? The present participle? How does it end? The perfect participle? How does it end? The compound participle? How is it formed?

What is the definite article? The indefinite article?

What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is an element? The subject? The predicate? The copula? For what is the copula used? What is analysis?

What is a noun? A common noun? A proper noun? Can you write objects? Can you write the names of objects? What is an object? What is a word?

## 25. Possessive Pronouns.

In the sentence, "This house is ours", what is the subject? "House." Why? What is the predicate? "Ours." Why? It is that which is affirmed of the subject. What is the copula? "Is."

What modifies "house"? "This", an adjective element. What words can be used instead of "ours"? "Our house." What does the pronoun "our" denote? It denotes that we own the house.

"Ours", then, is used to denote both the possessor and the thing possessed. In this sentence, it represents both "our" and "house". Because it does this, it is called a *Possessive Pronoun*.

**Possessive Pronouns** are words used to represent both the possessor and the thing possessed.

The Possessive Pronouns are *mine, thine, his, hers, ours, yours, theirs, our own, &c.*

In the sentence, "That book is his", what is the predicate? "His." Why? What does it represent? It represents the words "his book". What is it? It is a possessive pronoun. Why? Because it represents both the possessor and the thing possessed.



In the sentence, "That is his book" what is the predicate? "Book." What modifies "book"? "His", an adjective element. What is "his"? It is a personal pronoun. Why is it not a possessive pronoun? Because it modifies the noun following it, and does not represent both the possessor and the thing possessed.

*Write five sentences, using possessive pronouns as subjects.*

**Model.**—*His* is a hard lot.

*Write five sentences, using possessive pronouns as predicates.*

**Model.**—That desk is *mine*.

*Analyze the following sentences, using these*

#### MODELS.

I. "Ours is an easy task."

This is a *sentence*; (why?).

**Ours** is the subject; (why?): **task**, the predicate; (why?): **is** is the copula. "Task" is modified by **an** and **easy**, both adjective elements.

II. "That factory is theirs."

This is a *sentence*; (why?).

**Factory** is the subject; (why?): **theirs**, the predicate; (why?): **is** is the copula. "Factory" is modified by **that**, an adjective element.

III. "This land is our own."

This is a *sentence*; (why?).

**Land** is the subject; (why?): **our own**, the predicate; (why?): "Land" is modified by **this**, an adjective element.

#### EXERCISES.

1. This book is hers. 2. Those apples are his. 3. Yours is a hard lesson. 4. Those marbles are mine. 5. This book is thine. 6. The evenings are our own. 7. The victory is ours.

E. G.—4.

*Point out the **possessive pronouns** in these sentences, using this*

MODEL.

"That book is mine."

**Mine** is a *pronoun*; (why?): *possessive*; it represents both the possessor and the thing possessed: it is equivalent to "my book".

*See whether there are any **possessive pronouns** in your reading lesson.*

---

**Questions.**—What are possessive pronouns? Name some of them. What is a pronoun? A personal pronoun? What is a participle? The present participle? The perfect participle? The compound participle? What is an adjective? A descriptive adjective? A definitive adjective?

What is the definite article? The indefinite article? When should *a* and when should *an* be used? What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a noun? A common noun? A proper noun?

What is an element? The subject? The predicate? The objective element? The adjective element? What is analysis?

## 26. Relative Pronouns.

When we say, "A rich man owns that house", what element is the word "rich"? It is an adjective element. Why?

When we say, "A man who is rich owns that house", what words do we use instead of "rich" to modify "man"? We use the words, "who is rich". What element do these words form? An adjective element. Why? Because they modify a noun.

Is the expression, "who is rich", a proposition? It is. Why? Because it has a subject and a predicate. What is the subject? "Who." Why? What is the predicate? "Rich." Why? What is the copula?

What part of speech is "who"? It is a pronoun. Why? It is a word used instead of a noun. Instead of what noun is it used? The noun "man".

This sentence, then, contains two propositions: "A man

owns that house", and "who is rich"; the second proposition modifying the subject of the first. Such a sentence is called a *Complex Sentence*.

1. A **Complex Sentence** consists of a proposition some part of which is modified by another proposition.

The propositions of which a complex sentence is composed are called *clauses*.

What is the proposition, "A man owns that house"? It is a clause. Why? It is a proposition which forms a part of a complex sentence. What is the proposition, "who is rich"? It is a clause. Why?

The pronoun "who" is not only the subject of the proposition, but it also joins the modifying clause, "who is rich", to the noun which it limits.

Those pronouns which represent preceding words or expressions, to which they join modifying clauses, are called *Relative Pronouns*.

2. A **Relative Pronoun** is a word used to represent a preceding word or expression, to which it joins a modifying clause.

3. A **Relative Clause** is a clause introduced by a relative pronoun.

The relative pronouns are *who*, *which*, *what*, and *that*. *As* is also a relative after the words *such*, *many*, and *same*.

The suffixes *ever*, *so*, and *soever* are sometimes added to these pronouns; as, *whoever*, *whoso*, *whosoever*.

*Point out the relative pronouns in the following sentences, using this*

#### MODEL.

"A man who is industrious will prosper."

**Who** is a pronoun; (why?): *relative*; it represents a preceding

word, to which it joins a modifying clause. The word it represents is "man".

### EXERCISES.

1. Tell me whom you saw. 2. Those who sow will reap. 3. He that hateth, dissembleth with his lips. 4. This is the house which my father bought.

5. I gave him all that I had. 6. Judge ye what I say. 7. He will do what is right. 8. A kind boy avoids doing whatever injures others. 9. Whoever studies, will learn. 10. Whatever ye shall ask in my name, that will I do.

*Point out the **relative pronouns** in your reading lesson.*

*Point out the **nouns, adjectives, verbs, and personal pronouns** in the above sentences.*

*Substitute **pronouns** for the dashes in the following sentences:*

1. Death lifts the vail — hides a brighter sphere. 2. Blest are the feasts — simple plenty crowns. 3. — God, in — — trust.

4. The man — paid — the money was the cashier. 5. The message — — sent was received. 6. No one can tell — others may do. 7. — will do — is proper.

*Write five sentences, modifying their **subjects** by relative clauses.*

**Model.**—The boy *who studies* will learn.

*Write five sentences, modifying their **objects** by relative clauses.*

**Model.**—I have lost the book *which you gave me*.

*Analyze the foregoing sentences, using these*

### MODELS.

I. "The fish which you caught, is a trout."

This is a *sentence*; (why?).

**Fish** is the subject; (why?): **trout**, the predicate; (why?):

**is** is the copula. "Fish" is modified by **the** and **which you caught**, both adjective elements.

II. "I remember what you said."

This is a *sentence*; (why?).

**I** is the subject; (why?): **remember**, the predicate; (why?). "Remember" is modified by **what you said**, an objective element.

---

**Questions.**—What is a clause? What is a relative pronoun? What is a relative clause? Name the relative pronouns. What terminations are sometimes added to these pronouns?

What are possessive pronouns?

What is a pronoun? A personal pronoun?

What is a participle? The present participle? The perfect participle? The compound participle? What is the ending of the present participle? Of the perfect participle? How is the compound participle formed?

What is an adjective? A descriptive adjective? A definitive adjective? What is the definite article? The indefinite article? What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a noun? A common noun? A proper noun?

## 27. Interrogative Pronouns.

In the sentences: "Who is that man?" "Which comes first?" "What is he?", what words are used instead of the answers to the questions? The words "who", "which", and "what".

These words, together with *whose* and *whom*, when used in asking questions, are called *Interrogative Pronouns*.

An **Interrogative Pronoun** is one used in asking questions.

The interrogative pronouns *which* and *what* are sometimes placed before nouns. They are then called *Interrogative Adjectives*.

**Ex.**—"Which road shall I take?" The word "which" is an interrogative adjective, modifying "road". "What noise is

that?" The word "what" is an interrogative adjective, modifying "noise".

*Point out the **interrogative pronouns** in the following sentences, using this*

MODEL.

"Who visited your school yesterday?"

**Who** is a *pronoun*; (why?): *interrogative*; it is used in asking a question.

EXERCISES.

1. What did he say? 2. Who wrote that letter? 3. Which trots the fastest? 4. Whom did you call? 5. Whose house was burned? 6. What can he mean? 7. Who has learned this lesson? 8. Who discovered America? 9. Who borrowed John's slate? 10. Whose book is this?

*Point out the **nouns, adjectives, verbs, and personal pronouns** in these sentences.*

*See whether there are any **interrogative pronouns** or **interrogative adjectives** in your reading lesson.*

*Analyze the foregoing sentences, using this*

MODEL.

"Whom can you trust?"

This is a *sentence*; (why?).

**You** is the subject; (why?): **can trust**, the predicate; (why?). "Can trust" is modified by **whom**, an objective element.

**Questions.**—What is an interrogative pronoun? What words are used as interrogative pronouns? Which of these are sometimes used as interrogative adjectives?

What is a clause? A relative pronoun? A relative clause? Name the relative pronouns.

What are possessive pronouns? Name some of them.

What is a pronoun? A personal pronoun? Name some of them.



## 28. The Adverb.

In the sentence, "Birds sing sweetly", does the word "sweetly" denote *what* the birds sing? It does not: it tells *how* they sing. Does it complete the meaning of the verb "sing", like an objective element? It does not: it modifies it in another way.

In the sentence, "Very large vessels were seen", what is modified by "very"? The word "large". What is "large"? It is an adjective.

In the sentence, "He rode quite fast", what word tells *how* he rode? The word "fast". What word tells *how fast* he rode? The word "quite".

Words used in this manner are called *Adverbs*.

1. An **Adverb** is a word used to modify a verb, adjective, participle, or adverb.

A group of words used like an adverb is called an *Adverbial Element*.

2. An **Adverbial Element** is a word or group of words used to modify a verb, adjective, participle, or adverb.

*Point out the adverbs in the following sentences, using this*

### MODEL.

"The wind blew furiously."

**Furiously** is an *adverb*; it is used to modify a verb.

### EXERCISES.

1. That vessel sails slowly.
2. He built a house there.
3. Emma is quite unwell.
4. Those mountains are very high.
5. We were agreeably surprised.
6. I will shortly return.
7. You will never see him again.
8. I would gladly pardon you.
9. So thought Palmyra.
10. He afterward escaped.

*Point out the **nouns, verbs, pronouns, and adjectives** in these sentences.*

*Point out the **adverbs** in your reading lesson.*

*Write seven sentences, modifying their **predicates** by adverbs.*

**Model.**—We should walk *quietly*.

*Write seven sentences, modifying their **subjects** by adjectives, and those adjectives by adverbs.*

**Model.**—*Very* loud reports were heard.

*Write seven sentences, modifying their **predicates** by adverbs, and those adverbs by other adverbs.*

**Model.**—He walks *quite* slowly.

*Analyze the above exercises, using these*

#### MODELS.

##### I. "Our house is very small."

This is a *sentence*; (why?).

**House** is the subject; (why?): **small**, the predicate; (why?): **is** is the copula. "House" is modified by **our**, an adjective element: "small", by **very**, an adverbial element.

##### II. "We should study our lessons carefully."

This is a *sentence*; (why?).

**We** is the subject; (why?): **should study**, the predicate; (why?). "Should study" is modified by **lessons**, an objective element, and by **carefully**, an adverbial element: "lessons" is modified by **our**, an adjective element.

**Questions.**—What is an adverb? What do adverbs usually denote? What is an adverbial element?

What is a pronoun? A personal pronoun? A possessive pronoun? A clause? A relative pronoun? A relative clause? An interrogative pronoun? What are *which* and *what* called when placed before nouns?

Give the directions for writing sentences.

## 29. The Preposition.

In the sentence, "A man of wealth rode by our house", what does the group of words "of wealth" modify? It modifies the noun "man". What element is it? It is an adjective element. Why? Because it modifies a noun.

What does the group of words "by our house" modify? It modifies the verb "rode": it tells *where* he rode. What element is it? It is an adverbial element. Why? Because it modifies a verb.

The word "of" connects the noun "wealth" to the noun "man". The word "by" connects the noun "house" with the verb "rode".

They are said to show the *relations* between the words which they connect.

They are called *Prepositions*, and the nouns which follow them are called their *objects*.

1. A **Preposition** is a word used to show the relation between its object and some other word.

### LIST OF PREPOSITIONS.

A = at, on, or in,	At,	Ere,	Since,
Aboard,	Athwart,	Except,	Till, until,
About,	Before,	For,	Through,
Above,	Behind,	From,	Throughout,
According to,	Beside,	In,	To,
Across,	Besides,	Into,	Toward,
After,	Beneath,	Of,	Towards,
Against,	Between,	Off,	Under,
Along,	Betwixt,	On,	Unto,
Amid,	Beyond,	Out of,	Up,
Among,	But,	Over,	Upon,
Amongst,	By,	Past,	With,
Around,	Down,	Round,	Within,
As to,	During,	Save,	Without.

When two prepositions come together they form a *complex preposition*.

## 2. A Preposition and its object form a **Phrase**.

*Point out the **prepositions** in the following sentences, using this*

### MODEL.

"He came from France to America."

**From** is a *preposition*; it shows the relation between its object and some other word. It shows the relation between "France" and "came".

**To** is a *preposition*; (why?): it shows the relation between "America" and "came".

### EXERCISES.

1. The old man was often in want of the necessities of life.
2. The boy went through the gate into the garden.
3. Be not forward in the presence of your superiors.
4. He was not, at that time, in the city.
5. He drove over the bridge into the city.
6. He went to the doctor for advice.
7. The path brought them to the end of the wood.
8. She turned to the old man with a lovely smile upon her face.
9. The light came through the stained windows of the old church.

*Point out the **nouns, verbs, adjectives, and pronouns** in these sentences.*

*Point out the **prepositions** in your reading lesson.*

*Analyze the following sentences, using this*

### MODEL.

"Habits of industry will lead to prosperity."

This is a *sentence*; (why?).

**Habits** is the subject; (why?): **will lead**, the predicate; (why?). "Habits" is modified by the phrase **of industry**, an adjective element: "will lead" is modified by the phrase **to prosperity**, an adverbial element.

## EXERCISES.

1. Light moves in straight lines. 2. They went aboard the ship. 3. I differ from you on that point. 4. The two thieves divided the money between them. 5. The ship was driven upon the rocks.

6. Our sincerest laughter is fraught with some pain. 7. The young lambs are bleating in the meadows. 8. They came to the country of the free. 9. I will divide this farm among my three sons. 10. Man goeth to his long home. 11. The sleep of a laboring man is sweet.

**Questions.**—What is a preposition? What is the object of a preposition? What is a phrase?

What is an adverb? What do adverbs usually denote? What is an adverbial element?

What is a pronoun? A personal pronoun? A possessive pronoun? A relative pronoun? An interrogative pronoun? A clause? A relative clause?

What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a participle? The present participle? The perfect participle? The compound participle?

What is an adjective? A descriptive adjective? A definitive adjective?

What is a noun? A common noun? A proper noun? Which of these should always commence with a capital letter?

### 30. The Conjunction.

In the sentence, "Ellen and Mary study botany", what two words are used as the subject? "Ellen" and "Mary". Why? Because something is affirmed of them: both Ellen and Mary study botany. What word joins them? The word "and".

In the sentence, "Ellen or Mary studies botany", what two words are used as the subject? "Ellen" and "Mary". Are both represented as studying botany? They are not: if Ellen studies botany, Mary does not. What word joins them? The word "or".

In the statement, "Ellen will study botany if Mary studies algebra", how many sentences are there? There are two: "Ellen will study botany", and "Mary studies algebra". What word is used to connect these two sentences? The word "if".

The words "and", "or", "if", and all other words used merely to join words, phrases, clauses, and members are called *Conjunctions*.

1. A **Conjunction** is a word used to connect words, phrases, clauses, and members.

Conjunctions merely *connect* words, they do not express *relations*, like prepositions.

Two or more parts of the same proposition, connected by conjunctions, form a *compound element*.

2. A **Compound Element** consists of two or more parts of the same proposition connected by conjunctions.

**Ex.**—"James and Samuel are kind, honest, and faithful." "James" and "Samuel" are the *parts* of the compound subject: "kind", "honest", and "faithful" are the *parts* of the compound predicate.

The comma [, ] is omitted after "James" because two parts only are connected; it is inserted after "kind" and "honest", because more than two parts of a compound element are connected.

**Directions for Writing.**—When a compound element consists of more than two parts,

1st. Place a comma after each part except the last.

2d. Use the conjunction between the last two parts only.

*Point out the **conjunctions** in your reading lesson.*



*Point out the **conjunctions** in the following sentences, using this*

## MODEL.

"Eli and Silas will improve, if they study."

**And** is a *conjunction*; it is a word used to connect words: it connects "Eli" and "Silas".

**If** is a *conjunction*; (why?): it connects the sentences, "Eli and Silas will improve" and "they study".

## EXERCISES.

1. We moved along silently and cautiously. 2. I consent to the constitution, because I expect no better. 3. He heaped up great riches, but passed his time miserably. 4. He is both learned and wise. 5. I shall not go, if it rain.

6. Cold and hunger awake not her care. 7. They submit, since they can not conquer. 8. He has many faults, still he is very popular. 9. Emma or Susan will remain at home. 10. Neither Clara nor Jane were in the room.

*Point out all the parts of speech in these sentences.*

*Analyze the above sentences, using this*

## MODEL.

"He came and went like a pleasant thought."

This is a *sentence*; (why?).

**He** is the subject; (why?): **came and went**, the compound predicate; it is that which is affirmed of the subject. The compound predicate is modified by the phrase, **like a pleasant thought**, an adverbial element: "thought" is modified by **a** and **pleasant**, adjective elements.

**Questions.**—What is a conjunction? What is the difference between a conjunction and a preposition? What is a compound element? Give the directions for writing a compound element.

What is a preposition? What is the object of a preposition? What is a phrase?

What is an adverb? What is an adverbial element?

### 31. The Interjection.

“Hurra! we have found him.”

Is this a sentence? It is. What is the subject? The pronoun “we”. What is the predicate? “Have found.” What modifies the predicate? The pronoun “him”, an objective element.

What does the word “hurra” denote? It denotes that the speaker or writer is highly pleased. Does it affirm or deny any thing? It does not: it simply implies a feeling or emotion of pleasure.

There are words, also, used to denote sorrow, grief, surprise, disgust, pity, hatred, &c.

All such words are called *Interjections*.

An **Interjection** is a word used to denote some sudden or strong emotion.

Interjections usually, but not always, require an exclamation point [!] after them.

*Point out the **interjections** in each of the following sentences, using this*

MODEL.

“Hush! they are coming.”

**Hush** is an *interjection*; it denotes some sudden emotion.

#### EXERCISES.

1. Ha! it freezes me. 2. Aha! you are a truant, I see.  
3. Ahem! I will think about it. 4. Hark! the clock strikes one. 5. Pshaw! I knew that long ago. 6. Alas! we shall see him no more.

7. Tush! tush! man, I made no reference to you. 8. Ay, every inch a king. 9. O, what a noble mind is here o'er-

thrown! 10. Alas! they had been friends in youth. 11. Hark! hark! the lark at heaven's gate sings. 12. Alas! for the rarity of Christian charity.

*Point out all the parts of speech in the above sentences.*

*Point out the **interjections** in your reading lesson.*

**Questions.**—What is an interjection? What should usually be placed after an interjection?

What is a conjunction? What is a compound element? Give the directions for writing a compound element.

What is a preposition? What is the object of a preposition? What is a phrase?

What is an adverb? An adverbial element?

### 32. Classes of Sentences.

Sentences may be used *to declare something, to ask questions, to express commands, or to denote emotion.*

1. There are four classes of sentences: *Declarative, Interrogative, Imperative, and Exclamatory.*

2. A **Declarative Sentence** is one used to affirm or deny something; as, *Fishes swim. Fishes do not walk.*

3. An **Interrogative Sentence** is one used to ask a question; as, *Are you sick? Where do you live?*

4. An **Imperative Sentence** is one used to express a command or an entreaty; as, *Come here. Do not strike me.*

5. An **Exclamatory Sentence** is one used in exclamations, or in the expression of strong emotion; as, *Oh, how glad I am to see you!*

*Tell the different kinds of sentences in your reading lesson, using these*

#### MODELS.

I. "Attend to the duties I have assigned you."

This is a *sentence*; (why?): *imperative*; it is used to express a command.

II. "When was America discovered?"

This is a *sentence*; (why?): *interrogative*; it is used to ask a question.

**Questions.**—How many classes of sentences are there? Name them. What is a declarative sentence? An interrogative sentence? An imperative sentence? An exclamatory sentence?

### 33. Review.

1. We have now learned that there are nine *Parts of Speech*; viz., *Noun, Verb, Adjective, Participle, Pronoun, Adverb, Preposition, Conjunction, Interjection*.

2. We have also learned that a sentence may contain five *Elements*.

3. The **Principal Elements** are the *Subject* and the *Predicate*.

4. The **Subordinate Elements** are the *Objective, Adjective, and Adverbial Elements*.

Before proceeding farther, be sure that you can answer all the following

#### QUESTIONS FOR REVIEW.

How many senses have we?	things? Can we perceive things
Name them. How do we ob-	which are not material? What
tain a knowledge of material	is an object? What is a word?

What is language? Spoken language? Written language? Grammar? English grammar?

What are parts of speech? How many parts of speech are there? Name them. How do you determine the class to which any word belongs?

What is a noun? A common noun? A proper noun? Give examples of each class. Which should commence with capital letters? Can you write objects? Can you write the names of objects?

What is a sentence? A proposition? How many classes of sentences are there? Name them. What is a declarative sentence? An interrogative sentence? An imperative sentence? An exclamatory sentence? Give the directions for writing sentences.

What is the subject of a proposition? The predicate? The copula? What does the word *copula* mean?

What are quality-words? Can they be used as predicates? Give an example. Give an example of a noun used as a predicate. What do predicate-nouns denote?

What is an element? What are the principal elements? Is the copula an element? What is its use? What are the subordinate elements? What is analysis?

What is a verb? What does it usually express? What is a transitive verb? An intransitive verb? A copulative verb? Is the object of a transitive verb always expressed? What is an objective element?

What is an adjective? A descriptive adjective? A definitive adjective? What adjectives should always commence with capitals?

What words are called articles? What is the definite article? The indefinite article? When is *a* used? When is *an* used?

What is a participle? Why is it called a participle? How many participles are there? Name them. When is a participle called *active*? When *passive*? What does the present participle denote? How does the present active participle end? What does the perfect participle denote? How does it usually end? What does the compound participle denote? What is the "principal verb"? How is the compound participle formed?

What is an adjective element? Can nouns be used as adjective elements? Give examples.

What is a pronoun? A personal pronoun? Name some of the personal pronouns.

What are possessive pronouns? Name some of them.

What is a clause? A relative pronoun? A relative clause? Name the relative pronouns. What terminations are sometimes annexed to these pronouns?

What is an interrogative pronoun? Name them. Which of these are sometimes interrogative adjectives?

What is an adverb? What do adverbs usually denote? What is an adverbial element?

What is a preposition? What is the object of a preposition? What is a phrase?

What is a conjunction? What is the difference between a conjunction and a preposition? What is a compound element? Give the directions for writing a compound element.

What is an interjection? What mark of punctuation should usually be placed after an interjection?



## PART III.

## SYNTAX—PARSING.

## THE NOUN.

To nouns belong **Gender**, **Person**, **Number**, and **Case**.

## 34. Gender.

1. **Gender** is a distinction of nouns or pronouns with regard to sex.

2. There are four genders: *Masculine*, *Feminine*, *Common*, and *Neuter*.

3. The **Masculine Gender** denotes males; as, *father*, *king*, *governor*.

4. The **Feminine Gender** denotes females; as, *mother*, *queen*, *governess*.

5. The **Common Gender** denotes either males or females; as, *children*, *parent*, *cattle*.

6. The **Neuter Gender** denotes neither males nor females; as, *stove*, *pen*, *locomotive*.

7. There are three ways of distinguishing the masculine and feminine genders:

1. *By using different words*; as, father, mother; brother, sister; boy, girl; gentleman, lady; Mr., Mrs.; Charles, Caroline; drake, duck; hart, roe.

2. *By different terminations*; as, actor, actress; executor, executrix; hero, heroine.

3. *By joining some distinguishing word*; as, man-servant, maid-servant; he-bear, she-bear; landlord, landlady; merman, mermaid.

#### EXERCISES.

*Tell the **gender** of the following nouns:*

Baker, milliner, poet, father, aunt, nephew, cart, Susan, Joseph, duke, countess, administratrix, madam, president, empress.

*Give the corresponding **masculine** or **feminine** for the following nouns:*

Grandfather, uncle, niece, count, widow, prophet, sorcerer, earl, female, hen-sparrow, Miss Jones, Augusta, Francis, mediator.

*Write five sentences, using **masculine** nouns as subjects.*

**Model.**—John left his book on my desk.

*Write five sentences, using **feminine** nouns as objects.*

**Model.**—The teacher sent my sister home at recess.

*Write six sentences, using nouns in the **common** or **neuter** gender as subjects or objects.*

**Model.**—A beggar frightened me this morning.

*Tell the **gender** of all the nouns in your reading lesson.*

**Questions.**—What is a noun? A common noun? A proper noun? What belong to nouns? What is gender? How many genders are there? What is the masculine gender? The feminine gender? The common gender? The neuter gender? How many ways are there of distinguishing the masculine and feminine genders? Give them.

### 35. Person.

1. **Person** is that property of a noun or pronoun which distinguishes the speaker, the person spoken to, and the person or object spoken of.

2. There are three persons: *First*, *Second*, and *Third*.

3. The **First Person** denotes the speaker; as, "*I, Geo. IV*"; "*We are contented with our lot*".

4. The **Second Person** denotes the person addressed; as, "*James, shut the door*"; "*You are careless*".

5. The **Third Person** denotes the object spoken of; as, "*My father sold his farm this morning*."

#### EXERCISES.

*Tell the person of the nouns and pronouns in the following sentences:*

1. My lesson is learned. 2. Have you seen our old friend lately? 3. Ellen, tell your sister to come home. 4. I saw him on the battle eve. 5. They left the plowshare in the mold. 6. Your horse is in our barn, Mr. Eckel. 7. He left home early in the morning.

*Tell the person of the nouns and pronouns in your reading lesson.*

Write five sentences, using nouns or pronouns of the **first person** as subjects, predicates, or objects.

**Model.**—We are pupils. I defended myself.

Write five sentences, using nouns or pronouns of the **second person** as subjects or objects.

**Model.**—You may be excused. I envy thee.

Write five sentences, using nouns or pronouns of the **third person** as subjects, predicates, or objects.

**Models.**—Studious pupils learn long lessons easily. They left their homes in sorrow.

---

**Questions.**—What is person? How many persons are there? Define them. What is gender? The masculine gender? The feminine gender? The common gender? The neuter gender? What belong to nouns?

### 36. Number.

Nouns may denote one object or more than one. Thus, "house" denotes one object; "houses", more than one: "ox" denotes one object; "oxen", more than one.

This modification or use of a noun is called *Number*.

1. **Number** is that property of a noun or pronoun which distinguishes one from more than one.

2. There are two numbers: *Singular* and *Plural*.

3. The **Singular Number** denotes but one; as, *boy, girl, apple*.

4. The **Plural Number** denotes more than one; as, *boys, girls, apples*.

### 37. Formation of the Plural.

1. Nouns whose last sound will unite with *s*, form their plurals by adding *s* only to the singular; as, book, *books*; boy, *boys*; desk, *desks*.

2. Nouns whose last sound will not unite with *s*, form their plurals by adding *es* to the singular; as, bush, *bushes*; box, *boxes*.

3. Nouns ending in *y* preceded by a consonant, change *y* into *ies*; as, mercy, *mercies*.

4. Some nouns ending in *f* or *fe*, change these endings into *ves*; as, knife, *knives*.

5. Most nouns ending in *o*, preceded by a consonant, add *es*; as, cargo, *cargoes*.

6. Nouns ending in *o*, preceded by a vowel, add *s*; as, folio, *folios*.

7. Letters, figures, marks, and signs add *'s*; as, *p's* and *q's*; *9's* and *11's*; the *\*'s*; the *3's* and *9's*.

8. Proper nouns usually add *s* only in forming their plurals; as, Mary, *Marys*; Sarah, *Sarahs*; Nero, *Neros*. The forms *Maries*, *Neroes*, &c., are sometimes used.

9. Most nouns from foreign languages change *us* to *i*; *um* and *on* to *a*; *is* to *es* or *ides*; *a* to *æ* or *ata*; and *x* to *ces* or *ices*; as, calculus, *calculi*; arcanum, *arcana*; phenomenon, *phenomena*; thesis, *theses*; ephemeris, *ephemerides*.

10. Some nouns form their plurals irregularly; as, man, *men*; ox, *oxen*; mouse, *mice*.

11. A few nouns are alike in both numbers; as, *sheep*, *deer*, *trout*, *yoke*, *hose*, *vermin*, and others.

12. In compound words, the part described by the rest is generally pluralized; as, *brothers-in-law*, *courts-martial*, *ox-carts*.

13. Nouns ending in *ful* or *full*, form their plurals by adding *s* to the singular; as, *handfuls*, *mouthfuls*.

#### EXERCISES.

*Write the plurals of the following nouns:*

Plow, rake, wrench, hoe, calf, turf, tooth, chimney, clam, cameo, vase, glory, folly, embargo, woman, child, armful, tariff, tax, studio, mischief, *a*, *b*, *c*, *¶*, *†*, incubus, radix, John, Charles, creature, reply, salmon, horse, wagon-load, momentum, tooth, analysis.

*Write the singular of the following nouns:*

Horses, oxen, men, children, pence, badges, loaves, feet, mice, genii, beauties, geese, judges, heroes, ellipses, strata, rubies, errata, valleys, folios.

*Tell the number of all the nouns in your reading lesson.*

**Questions.**—What is number? How many numbers are there? What is the singular number? The plural number? Repeat the rules for the formation of the plural. What is person? The first person? The second person? The third person? What is gender? The masculine gender? The feminine gender? The common gender? The neuter gender?

### 38. Case.

“The sun is shining”: here “sun” is used as the subject of a proposition. “Every star is a sun”: here “sun” is used as the predicate. “The sun’s rays are warm”: here “sun” is used as an adjective element, modifying “rays”. “We saw the sun at noon”: here “sun” is used as an objective element, modifying “saw”. “Dear is thy light, O sun!” here “sun” is used absolutely—*i. e.*, it is *absolved* or separated from any grammatical connection with the rest of the sentence.



In no two of these sentences has the word "sun" the same relation to the other words.

These different relations are called *Cases*.

1. **Case** is the relation of a noun or pronoun to other words.

2. There are four cases: *Nominative*, *Possessive*, *Objective*, and *Absolute*.

3. The **Nominative Case** is the use of a noun or pronoun as the subject or the predicate of a proposition; as, *Boys* skate; *Horses* are *animals*.

4. The **Possessive Case** is the use of a noun or pronoun to denote ownership, authorship, origin, or kind; as, *John's* hat, *Ray's* Algebra, the *sun's* rays, *men's* clothing.

The Possessive Case *Singular* is formed by annexing 's to the nominative; as, *Ellen's*, *Charles's*.

A few singular nouns, ending with *s* or *ce*, form their possessive case by adding the apostrophe only; as, *goodness'* sake, *conscience'* sake.

The Possessive Case *Plural* is formed by annexing the apostrophe only, when the nominative plural ends in *s*; as, *boys'*, "The *Teachers'* Association".

Plural nouns not ending with *s*, form their possessive case by annexing 's; as, *men's* hats.

5. The **Objective Case** is the use of a noun or pronoun as the object of a transitive verb in the active voice, or of a preposition; as, "Indians hunt *buffaloes*"; "They ran over the *bridge*"; "John threw a *stone* at the *dog*".

6. The **Absolute Case** is the use of a noun or pronoun independent of any relation to other words; as, "Oh, my son"; "*Soldiers*, attention".

**Rem.**—A noun may be in the absolute case:

1. *By direct address*; as, "*James*, bring me a book".
2. *By exclamation*; as, "Oh, my *daughter*!"
3. *By pleonasm*; i. e., by placing it before a sentence in which an affirmation is made concerning it; as, "Your *fathers*, where are they?"
4. *With a participle*; as, "The *sun* being risen".

7. A noun limiting the meaning of another noun denoting the same person or thing, is, by apposition, in the same case; as, Washington the *general* became Washington the *statesman*.

### 39. Declension.

The **Declension** of a noun is its variation to denote number and case.

The absolute case always has the same form as the nominative.

#### EXAMPLE.

	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.,</i>	Fly,	Flies,	<i>Nom.,</i>	Goodness,	——,
<i>Poss.,</i>	Fly's,	Flies',	<i>Poss.,</i>	Goodness',	——,
<i>Obj.,</i>	Fly,	Flies.	<i>Obj.,</i>	Goodness,	——.

**Questions.**—What is case? How many cases are there? What is the nominative case? The possessive case? The objective case? The absolute case? How is the possessive case singular formed? The possessive case plural? In how many ways may a noun be in the absolute case? Give examples.

What is declension? Decline "boy", "girl", "farmer".

## 40. Parsing.

**Parsing** consists (1) In naming the part of speech; (2) In telling its properties; (3) In pointing out its relations to other words; (4) In giving the rule for its construction.

## 41. Order of Parsing.

1. A noun, and why?
2. Common or proper, and why?
3. Gender, and why?
4. Person, and why?
5. Number, and why?
6. Case, and why?
7. Rule for construction.

## 42. Models for Parsing.

### I. "Wheat is a vegetable."

**Wheat** . . . is a *noun*; it is a name: *common*; it can be applied to any one of a kind or class: *neuter gender*; it denotes neither males nor females: *third person*; it is spoken of: *singular number*; it denotes but one: *nominative case*; it is used as the subject of the proposition. Rule I. "The subject of a proposition is in the nominative case."

**Vegetable** is a *noun*; (why?): *common*; (why?): *neuter gender*; (why?): *third person*; (why?): *singular number*; (why?): *nominative case*; it is used as the predicate of the proposition. Rule II. "A noun or pronoun used as the predicate of a proposition is in the nominative case."

## II. "Henry's uncle, the sheriff, was wounded."

**Henry's** . is a *noun*; (why?): *proper*; it is the name of a particular person: *masculine gender*; it denotes a male: *third person*; (why?): *singular number*; (why?): *possessive case*; it denotes possession, and modifies "uncle". Rule III. "A noun or pronoun used to limit the meaning of a noun denoting a different person or thing, is in the possessive case."

**Sheriff** . is a *noun*; (why?): *common*; (why?): *masculine gender*; (why?): *third person*; (why?): *singular number*; (why?): *nominative case*, in apposition with "uncle", which it modifies. Rule IV. "A noun or pronoun used to limit the meaning of a noun or pronoun by denoting the same person, place, or thing, is in the same case."

## III. "Samuel, study your lesson with care."

**Samuel** . . is a *noun*; (why?): *proper*; (why?): *masculine gender*; (why?): *second person*; it denotes the person addressed: *singular number*; it denotes but one: *absolute case*; it is used independently. Rule V. "A noun or pronoun used independently is in the absolute case."

**Lesson** . . is a *noun*; (why?): *common*; (why?): *neuter gender*; (why?): *third person*; (why?): *singular number*; (why?): *objective case*; it is the object of the verb "study". Rule VI. "The object of a transitive verb in the active voice, or of its participles, is in the objective case."

**Care** . . . . is a *noun*; (why?): *common*; (why?): *neuter gender*; (why?): *third person*; (why?): *singular number*; (why?): *objective case*; it is used as the object of the preposition "with". Rule VII. "The object of a preposition is in the objective case."

## EXERCISES.

*Analyze the following sentences, and parse the nouns:*

1. Borneo is a large island. 2. Our father lives in Washington. 3. John's dog bit Clarence. 4. Johnson's farm is mortgaged. 5. Mr. Trowel the mason is unwell. 6. Oh, Helen, father is coming. 7. The statue fell from its pedestal. 8. Gad, a troop shall overcome him. 9. Jocko has stolen my spectacles. 10. Susan's mother is my aunt. 11. Is the doctor's office open?

12. Next to sincerity, remember still

Thou must resolve upon *integrity*.

God will have all thou hast; thy mind, thy will,

Thy thoughts, thy words, thy works.—*Herbert*.

*Write the first two sentences of a composition on "Winter Sports", and parse the nouns.*

*Correct the following sentences:*

1. Jane has two brother-in-laws. 2. Storms are interesting phenomenons. 3. Three chimnies were on fire. 4. The Shaker's are industrious. 5. Did you attend Mr. Chance' lecture. 6. I called at Coleman's the jeweler's. 7. She is reading in her sister's Mary's book.

---

**Questions.**—What is a noun? A common noun? A proper noun? What belong to nouns?

What is gender? How many genders are there? What is the masculine gender? The feminine gender? The common gender? The neuter gender?

What is person? The first person? The second person? The third person?

What is number? The singular number? The plural number? Repeat the rules for the formation of the plural.

What is case? How many cases are there? What is the nominative case? The possessive case? How is the possessive case singular formed? The possessive case plural? What is the objective case? The absolute case? In how many ways may a noun or pronoun be in the absolute case? Give examples.

What is declension? Parsing? Order of parsing a noun?

## THE PRONOUN.

To pronouns belong *Gender, Person, Number, and Case.*

## 43. Personal Pronouns.

1. The **Simple Personal Pronouns** are *I, thou, he, she, and it*, with their declined forms *we, our, us, my, mine, ye, you, your, thy, thine, thee, his, him, her, its, they, their, them.*

2. The **Compound Personal Pronouns** are formed by adding *self* or *selves* to some form of the simple personals; as, *myself, yourselves, himself, themselves.*

**Rem.**—*You* is used to represent both singular and plural nouns.

*We* is used in place of *I*, in editorials, royal proclamations, &c.; as, “*We, Geo. IV, King of Great Britain and Ireland*”; “*We were mistaken*”.

*It* is sometimes used in the nominative, without reference to any particular antecedent, and in the objective for euphony alone; as, “*It thunders*”; “*Come and trip it on the green*”.

When pronouns of different persons are used, the *second* should precede the *third*, and the *third* the *first*.

## 44. Declension of Personal Pronouns.

## FIRST PERSON.

	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.,</i>	<i>I,</i>	<i>We,</i>	<i>Nom.,</i>	<i>Myself,</i>	<i>Ourselves,</i>
<i>Poss.,</i>	<i>My, mine,</i>	<i>Our,</i>	<i>Poss.,</i>	——,	——,
<i>Obj.,</i>	<i>Me,</i>	<i>Us.</i>	<i>Obj.,</i>	<i>Myself,</i>	<i>Ourselves.</i>



## SECOND PERSON.

	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> ,	Thou,	Ye,	<i>Nom.</i> ,	You,	You,
<i>Poss.</i> ,	Thy, thine,	Your,	<i>Poss.</i> ,	Your,	Your,
<i>Obj.</i> ,	Thee,	You.	<i>Obj.</i> ,	You,	You.
<i>Singular.</i>			<i>Plural.</i>		
<i>Nom. &amp; Obj.</i> ,	{ Thyself, Yourself.		<i>Nom. &amp; Obj.</i> ,	Yourselves.	

## THIRD PERSON.

<i>Singular.</i>				<i>Plural.</i>	
	<i>Mas.</i>	<i>Fem.</i>	<i>Neut.</i>		<i>Com. or Neut.</i>
<i>Nom.</i> ,	He,	She,	It,	<i>Nom.</i>	They,
<i>Poss.</i> ,	His,	Her,	Its,	<i>Poss.</i> ,	Their,
<i>Obj.</i> ,	Him,	Her,	It.	<i>Obj.</i> ,	Them.

<i>Singular.</i>		<i>Plural.</i>		
<i>Nom. &amp; Obj.</i> ,	{	<i>Mas.</i>	{	
		Himself,		<i>Com. or Neut.</i>
		<i>Fem.</i>		
		Herself,		
		<i>Neut.</i>		
		Itself.		

<i>Nom. &amp; Obj.</i> ,	{	<i>Com. or Neut.</i>
		Themselves.

## 45. Order of Parsing.

1. A pronoun, and why?
2. Personal, and why?
3. What is its antecedent?
4. Gender, person, and number? Rule.
5. Decline it.
6. Case, and why? Rule.

## 46. Models for Parsing.

I. "I see them on their winding way."

**I** . . . . . is a *pronoun*; (why?): *personal*; it shows by its form that it is of the first person: its antecedent is the name, understood, of the speaker: — *gender, first person, singular number*, to agree with its antecedent. Rule IX. "Pronouns must agree with their antecedents in gender, person, and number." Decline it: *nominative case*: Rule I.

**Them** . is a *pronoun*; (why?): *personal*; (why?): its antecedent is the name, understood, of the person spoken of: — *gender, third person, plural number*: Rule IX. Decline it: *objective case*; it is the object of the transitive verb "see": Rule VI.

II. "I, myself, told you so."

**Myself** is a *pronoun*; (why?): *personal*; (why?): *compound*: its antecedent is the name, understood, of the speaker: — *gender, first person, singular number*: Rule IX. Decline it: *nominative case*, in apposition with "I": Rule IV.

### EXERCISES.

Analyze the following sentences, and parse the **nouns** and **personal pronouns**:

1. You and he are my friends. 2. I saw them in their carriage. 3. The soldiers helped themselves. 4. Thou art the man. 5. He saved thy money for thee. 6. Your father knows us. 7. He himself hid your slate.

8. Where shall I see him? angels tell me where.

You know him; he is near you; point him out.

Shall I see glories beaming from his brow,

Or trace his footsteps by the rising flowers?—*Young*.

Write the first two sentences of a composition on "**Our Garden**", and parse the **personal pronouns**.

**Questions.**—What is a pronoun? A personal pronoun? What are the simple personal pronouns? The compound personal pronouns? What does “you” represent? How is “we” used? How is “it” sometimes used? Give examples of the use of these pronouns. When pronouns of different persons are used, how should they be arranged?

Decline the personal pronouns.

Repeat the order of parsing personal pronouns.

## 47. Possessive Pronouns.

1. The **Possessive Pronouns** are *mine, thine, his, hers, ours, yours, theirs.*

2. To denote emphatic distinction, *my own* is used for *mine*, *his own* for *his*, *thy own* for *thine*, *our own* for *ours*, *your own* for *yours*, *their own* for *theirs*.

## 48. Order of Parsing.

1. A Pronoun, and why?
2. Possessive, and why?
3. What is its antecedent?
4. Gender, person, and number? Rule.
5. Case, and why? Rule.

## 49. Models for Parsing.

I. “That house is mine, not yours.”

### FIRST METHOD.

**Mine** is a *pronoun*; (why?): *possessive*; it represents both the possessor and the thing possessed: its antecedent is “house”: *neuter gender, third person, singular number*, to agree with its antecedent: Rule IX: *nominative case*; it is used as the predicate of the proposition: Rule II. Parse “yours” in a similar manner.

## SECOND METHOD.

**Mine** is a *pronoun*; (why?): *possessive*; (why?): it is equivalent to "my house". Parse "my" as a personal pronoun in the possessive case, according to Rule III, and "house" as a predicate nominative, according to Rule II.

## EXERCISES.

Analyze the following sentences, and parse the **possessive pronouns**:

1. That horse of yours is lame. 2. This sled is not yours: it must be hers. 3. The money is your own. 4. Friend of mine, you are welcome. 5. That garden of theirs is a very fine one. 6. This book is not mine; it must be his or hers. 7. She is an old friend of ours. 8. These books are yours, not theirs.

---

**Questions.**—What is a pronoun? A possessive pronoun? Name the possessive pronouns. How is emphatic distinction denoted? Repeat the order of parsing possessive pronouns.

## 50. Relative Pronouns.

1. The **Simple Relative Pronouns** are *who*, *which*, *what*, and *that*.

**Rem.**—*That* is a relative when *who*, *which*, or *whom* can be used in its place.

2. The **Compound Relative Pronouns** are *whoever*, *whoso*, *whosoever*, *whichever*, *whichever*, *whatsoever*, and *whatsoever*.

3. Some relative pronouns not only connect clauses, but also comprise in themselves both antecedent and relative.

In the sentence, "I got what I desired", *what* is used instead of *the thing which*—"I got *the thing which* I desired". "Thing", the object of "got", is the antecedent, and is modified by "the" and "which I desired", both adjective elements.

In the sentence, "Tell what you know", *what* is equivalent to *that which*—"Tell *that which* you know". "That", the object of "tell", is the antecedent, and is modified by "which you know", an adjective element.

In the sentence, "Whatever is, is right", *whatever* is equivalent to *that which*—"That *which* is, is right". "That", the subject of the proposition, "That is right", is the antecedent, and "that", the subject, is modified by "which is", an adjective element.

In the sentence, "Whoever runs may read", *whoever* is equivalent to *he who*, or *any person who*—"He *who* runs may read". "He", the subject of the sentence, "He may read", is the antecedent of "who", and is modified by "who runs", an adjective element.

In the sentence, "Whichever road you may take will lead to the city", *whichever* is equivalent to *any which*—"Any road *which* you may take", &c. "Any" and "which you may take" are adjective elements, modifying "road", the antecedent of "which".

That part of a sentence which is introduced by a relative pronoun is called a *Relative Clause*.

## 51. Declension.

<i>Singular and Plural.</i>		<i>Singular and Plural.</i>	
<i>Nom.,</i>	Who,	<i>Nom.,</i>	Which,
<i>Poss.,</i>	Whose,	<i>Poss.,</i>	Whose,
<i>Obj.,</i>	Whom.	<i>Obj.,</i>	Which.

## 52. Order of Parsing.

1. A Pronoun, and why?
2. Relative, and why?
3. Name its antecedent.
4. Gender, person, and number? Rule.
5. Decline it.
6. Case, and Rule.

## 53. Models for Parsing.

### I. "Happy is the man that findeth wisdom."

**That** . . . is a *pronoun*; (why?): *relative*; it represents a preceding word or phrase, to which it joins a limiting clause: its antecedent is "man": *masculine gender, third person, singular number*: Rule IX: *nominative case*; it is the subject of the relative clause, "That findeth wisdom": Rule I.

### II. "Whoever perseveres will succeed."

**Whoever** is a *pronoun*; (why?): *relative*; (why?): it is equivalent to *he who*, or *any one who*—"he" being the antecedent, and "who", the relative. Parse "he" as a personal pronoun, subject of "will succeed", or "one" as an adjective used as a noun, subject of "will succeed", and "who" as a relative, subject of "perseveres", according to Rule I.

### III. "I remember what you said."

**What** . . . is a *pronoun*; (why?): *relative*; (why?): it is equivalent to *that which*—"that" being the antecedent part, and "which", the relative. Parse "that" as an adjective used as a noun, in the objective case after "remember".



**Which** . . is a *pronoun*; (why?): *relative*; (why?): its antecedent is "that": *neuter gender, third person, singular number*: Rule IX: *objective case*; object of the transitive verb "said": Rule VI.

## EXERCISES.

*Analyze the following sentences, and parse the **pronouns**:*

1. He that hateth, dissembleth with his lips. 2. This is the child that was lost. 3. The dog which you bought was stolen. 4. He will do what is right. 5. Ask for what you want. 6. That is the man whose house was burned. 7. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built. 8. My sister, whom I loved, is dead.

*Write the first two sentences of a composition on "**Velocipedes**", and parse the **nouns** and **pronouns**.*

---

**Questions.**—What is a pronoun? A relative pronoun? What are the simple relatives? The compound relatives? What do some relatives comprise in themselves? To what is "what" equivalent? "Whatever"? "Whoever"? "Whichever"? "Whoso"? and "Whosoever"? *Ans.*—He who. Decline "who" and "which". What is a relative clause?

Repeat the order of parsing a relative pronoun.

## 54. Interrogative Pronouns.

1. The **Interrogative Pronouns** are *who*, *which*, and *what*, when used in asking questions.

2. The **Subsequent** of an interrogative pronoun is that part of the answer which it represents.

**Rem.**—An interrogative pronoun must agree with its subsequent in gender, person, and number. Hence, when the

answer is not given, or clearly implied, its gender, person, and number are indeterminate.

**Ex.**—"Who is hurt?" The answer to this question not being given, it is evident that the gender, person, and number of "who" are indeterminate.

"Who is hurt? —Silas." The answer to this question is given. "Who" is masculine gender, third person, singular number, agreeing with "Silas", its subsequent.

Apply Rule IX in parsing interrogatives, changing "antecedent" to "subsequent".

## 55. Order of Parsing.

1. A Pronoun, and why?
2. Interrogative, and why?
3. Name its subsequent, if expressed.
4. Gender, person, and number? Rule.
5. Decline it.
6. Case, and Rule.

## 56. Models for Parsing.

### I. "Who invented gunpowder?"

**Who** is a *pronoun*; (why?): *interrogative*; it is used in asking a question: its subsequent is not expressed: *gender, person, and number* indeterminate: *nominative case*; it is used as the subject of the proposition: Rule I.

### II. "What is that man?—A lawyer."

**What** is a *pronoun*; (why?): *interrogative*; (why?): its subsequent is "lawyer": *masculine gender, third person, singular number*: Rule IX: *nominative case*; it is used as the predicate of the proposition: Rule II.

## EXERCISES.

*Analyze the following sentences, and parse the pronouns:*

1. Who came with you? 2. Whose horse ran away? 3. Whom did you call?—Mary. 4. What did you say? 5. What is that?—It is a velocipede. 6. Which will you have?—The large one. 7. Whom did you take me to be? 8. Who told you how to parse “what”? 9. I do not know who you are.

10. “Alas for those who never sing,  
But die with all their music in them.”—*Holmes*.

---

**Questions.**—What are the interrogative pronouns? What is the subsequent of an interrogative? With what must an interrogative agree in gender, person, and number? Repeat the order of parsing an interrogative.

## 57. False Syntax.

1. **False Syntax** is any violation of the laws of good usage, in the application of words or the construction of sentences.

2. Most of the common errors in the use of language may be avoided by observing the “Cautions” in this and subsequent sections.

See Part I, Lesson IX, for model for correction.

**Caution I.**—*Do not omit the subjects of declarative sentences.*

**Ex.**—1. Glad you have come. 2 Hope you will remain long with us. 3. What say? 4. 'Tis a poor school can't keep itself half an hour. 5. It was Johnson saved the drowning man. 6 After a long tramp, felt very much fatigued. 7. Read his poems: like them very much. Think them sublime.

**Caution II.**—*Do not omit the sign of possession in forming the possessive case of nouns, nor use it in forming the possessive case of pronouns.*

**Ex.**—1. Mr. Moody sells mens hats. 2. That boys father is my uncles landlord. 3. The horse threw it's rider. 4. That book is her's. 5. Frances mother is an actress. 6. Where was Mr. Pierce' arm broken? 7. Who's house is that.

**Caution III.**—*Do not use the objective-case forms of pronouns as subjects or predicates of sentences.*

**Ex.**—1. Her and me study algebra. 2. It is me. 3. It is her who you wish to see. 4. Him and you ought to go to school. 5. You and him and me were boys together.

**Caution IV.**—*Do not use "who" as the object of a transitive verb or preposition.*

**Ex.**—1. Do you know who you are talking to? 2. He is a fellow who I do not like. 3. Tell me who you work for.

**Caution V.**—*The second person should precede the third, and the third the first.*

**Ex.**—1. He and you are in the same class. 2. I and you will not whisper. 3. I and he went skating.

**Caution VI.**—*Do not use a pronoun and its antecedent as subjects of the same proposition.*

**Ex.**—1. Mr. Kellogg he has bought our farm. 2. Many words they darken speech. 3. The boys they all staid in at recess 4. The horse he run, and the man he hollered "whoa".

**Caution VII.**—*Avoid the use of different kinds of pronouns in the same construction.*

**Ex.**—1. If you will go, I will take care of thy farm. 2. I hope you will put money into thy purse. 3. I will tell thee what we have, and which will suit you. 4. Learn thy lesson,

then amuse yourself. 5. You may have my sled, if you will lend me thy skates.

**Caution VIII.**—*Do not use improper forms of possessive pronouns.*

**Ex.**—1. That house is his'n. 2. Is that book your'n? 3. No, it is her'n. 4. He had no gun; so he borrowed our'n. 5. You'uns should study harder. 6. We'uns are learning fast.

**Caution IX.**—*Do not use "which" to represent persons, or "who" to represent animals, children, or objects without life.*

**Ex.**—1. She is a friend which I have long proved. 2. They which honor me, I will honor. 3. This is the child who was lost. 4. That is the man which sells pictures. 5. It was our old dog Hero, who was killed. 6. I assisted the poor old woman which was hurt.

*Correct the following sentences by reference to Rule IX:*

1. Every person should mind their own business. 2. Each day has their own anxieties. 3. If any one has n't voted, they will rise in their places. 4. Many a youth have injured their health by keeping late hours.

**Questions.**—What is a pronoun? A personal pronoun? What are the simple personal pronouns? The compound personal pronouns? What does "you" represent? How is "we" used? "It"? Decline the personal pronouns. Repeat the order of parsing personal pronouns.

What are the possessive pronouns? How is emphatic distinction denoted? Repeat the order of parsing possessive pronouns.

What is a relative pronoun? What are the simple relatives? The compound relatives? What do some relatives comprise in themselves? To what is "what" equivalent? "Whatever"? "Whoever"? "Whoso" and "Whosoever"? Decline "who" and "which". What is a relative clause? Repeat the order of parsing a relative pronoun.

What are the interrogative pronouns? What is the subsequent of an interrogative? With what must an interrogative agree in gender, person, and number? Repeat the order of parsing an interrogative.

What is false syntax? Repeat the cautions.

## THE ADJECTIVE.

## 58. Descriptive Adjectives.

Most descriptive adjectives, by change of form or the addition of modifying words, express quality in different degrees. This is called *Comparison*.

1. **Comparison** is a variation of the adjective to express different degrees of quality; as, *rich, richer, richest*.

2. There are three **Degrees of Comparison**: *Positive, Comparative, and Superlative*.

3. The **Positive Degree** expresses the simple quality, or an equal degree of the quality; as, "An *old* man"; "She is as *good* as she is *beautiful*".

**Rem.**—The suffix *ish*, and the words *rather, somewhat, &c.*, expresses a small amount of the quality; as, *saltish*, having a little taste of salt; *rather* warm, *somewhat* awkward.

4. The **Comparative Degree** ascribes to one of two objects a higher or lower degree of the quality than that expressed by the positive; as, "An *older* man"; "Charles is *more studious* than Mary".

The comparative of monosyllables is regularly formed by adding *r* or *er* to the positive: the comparative of adjectives of more than one syllable is formed by prefixing *more* or *less* to the positive; as, *rough, rougher; more honorable, less honorable*.

5. The **Superlative Degree** ascribes the highest or lowest degree of the quality to one of more than two



objects; as, "The *oldest* man"; "The *least* fertile farm in the township".

The superlative of monosyllables is regularly formed by adding *st* or *est* to the positive: of adjectives of more than one syllable, by prefixing *most* or *least* to the positive; as, *roughest*, *most honorable*, *least honorable*.

Some adjectives are compared irregularly; as, *good*, *better*, *best*; *bad*, *worse*, *worst*.

Some adjectives can not be compared; as, *square*, *infinite*, *supreme*.

Adjectives should not be doubly compared.

#### EXERCISES.

**Compare** the following adjectives:

Proud, angry, laughable, cheerful, holy, wise, agreeable, honest, sensible, near, far, little, skillful.

**Tell the degree of comparison** of the following adjectives:

Taller, most useful, more hopeful, least sensible, greenish, less confident, rather nice, farthest, eldest, later, stormy, very frightful.

### 59. Definitive Adjectives.

1. **Pronominal Adjectives** are those definitives, most of which may, without the article prefixed, represent a noun understood.

The principal pronominals are,

1. The **Demonstratives**, this, that, these, those, former, latter, both, same, yon, yonder.

2. The **Distributives**, each, every, either, neither.

3. The **Indefinites**, all, any, another, certain, divers, enough,

few, little, many, much, no, none, one, own, other, several, some, sundry, which, whichever, whichsoever, what, whatever, whatsoever.

**Rem. 1.**—The phrases *such a, many a, what a, but a, only a, &c.*, are pronominals, and should be parsed as single words.

**Rem. 2.**—Some pronominals can be compared like descriptive adjectives; as, *few, fewer, fewest, much, more, most*.

**2. Numeral Adjectives** are those definitives which denote number and order definitely; as, *two, fourth, fourfold*.

There are three classes of numeral adjectives: *Cardinal, Ordinal*, and *Multiplicative*.

1. **Cardinals** denote the number of objects; as, *two, four, a thousand*.

2. **Ordinals** mark the position of an object in a series; as, *second, fourth, thousandth*.

3. **Multiplicatives** denote how many fold; as, *twofold, fourfold*.

## 60. Order of Parsing.

1. An Adjective, and why?
2. Descriptive or definitive, and why?
3. Compare it, if it admits of comparison.
4. Degree of comparison?
5. What does it modify? Rule.

## 61. Models for Parsing.

I. "Fearful storms sweep over these islands."

**Fearful** is an *adjective*; (why?): *descriptive*; it modifies a noun by denoting some quality: *compared, pos. fearful, com.*

more fearful, *sup.* most fearful: *positive degree*, and belongs to "storms". Rule XII. "An adjective or participle belongs to some noun or pronoun."

**These** . . is an *adjective*; (why?): *definitive*; it defines without denoting any quality: it can not be compared, and belongs to "islands": Rule XII.

II. "I have been there many a time."

**Many a** is an *adjective*; (why?): *definitive*; (why?): it can not be compared, and belongs to "time": Rule XII.

#### EXERCISES.

*Analyze the following sentences, and parse the nouns, pronouns, and adjectives:*

1. I saw a large drove of cattle. 2. Jane is studying modern history. 3. Fido is a Newfoundland dog. 4. You may have the smallest melon. 5. Every man received a penny. 6. Either road leads to town. 7. That course was most honorable. 8. He took a twofold view of the subject. 9. What noise is that? 10. Two men wanted the fourth horse.

11. With many a curve my banks I fret,  
By many a field and fallow,  
And many a fairy foreland, set  
With willow, weed, and mallow.—*Tennyson*.

*Write the first sentence of a composition on "What I did last Saturday", and parse the adjectives.*

## 62. False Syntax.

**Caution I.**—Do not use **a** before vowel sounds, nor **an** before consonant sounds.

**Ex.**—1. An hundred cents make one dollar. 2. There should be an universal rejoicing. 3. This is a open country. 4. He is a honest man.

**Caution II.**—*Do not use them for those, this here for this, or that 'ere for that.*

**Ex.**—1. Look at them beggars. 2. That 'ere girl is not very handsome. 3. What is the name of this here town? 4. Put them peaches in the pantry.

**Caution III.**—*Do not use adverbs as adjectives.*

**Ex.**—1. Did you arrive safely? 2. The country looks beautifully. 3. The eggs boiled hardly. 4. I feel poetically. 5. Matters look more favorably just now. 6. I like our now minister.

**Caution IV.**—*Avoid double comparatives and superlatives.*

**Ex.**—1. He is the most miserablist man in town. 2. No man can't be more neutraler than I on the temperance question. 3. He seems more cheerfuller to-day. 4. Always choose the lesser of two evils. 5. That is more preferable than to be imprisoned.

**Caution V.**—*Omit the article before a word used as a title, or as a mere name.*

**Ex.**—1. They gave him the title of an emperor. 2. A rascal formerly meant a servant. 3. Riches and honor are the gifts of fortune. 4. He is a better sailor than a soldier. 5. They elected him as a chairman.

**Caution VI.**—*Place ordinal adjectives before cardinals in most constructions.*

**Ex.**—1. The four first houses on the right hand belong to me. 2. Sing the two first and two last verses. 3. Read the three first chapters.

**Caution VII.**—*Plural adjectives should modify plural nouns: singular adjectives, singular nouns.*

**Ex.**—1. I do not like these kind of apples. 2. These sort of people don't amount to much. 3. Those yoke of oxen cost seventy-five dollars.

**Questions.**—What is an adjective? A descriptive adjective? What is comparison? How many degrees of comparison are there? What is the positive degree? What does the suffix *ish* denote? “Rather”? “Somewhat”? What is the comparative degree? How is it regularly formed? What is the superlative degree? How is it regularly formed? How are some adjectives compared? Can all adjectives be compared?

What is a definitive adjective? What are pronominal adjectives? Name some of the principal demonstratives: distributives: indefinites. What is said of the phrases *such a*, &c.? What are numeral adjectives? Cardinals? Ordinals? Multiplicatives?

Repeat the order of parsing an adjective.

Repeat the cautions in false syntax.

## THE VERB.

To verbs belong *Voice*, *Mode*, *Tense*, *Number*, and *Person*.

Let the pupil now review section 19, Part II.

### 63. Voice.

A verb may represent its subject as acting or as being acted upon. In the sentence, “John struck James”, “John” the subject, is represented as acting: in the sentence, “James was struck by John”, “James”, the subject, is represented as being acted upon. This property is called *voice*, and is peculiar to *transitive* verbs.

1. **Voice** is that form of the transitive verb which shows whether the subject acts or is acted upon.

2. Transitive verbs have two voices: an *Active* and a *Passive Voice*.

3. The **Active Voice** represents the subject as acting upon an object; as, “The boy *wrote* a letter”; “Eli *is studying* his lesson”

4. The **Passive Voice** represents the subject as being acted upon; as, "The letter *was written*"; "The lesson *was studied*".

5. The Passive Voice is formed by prefixing some form of the verb *to be* to the perfect participle of a transitive verb.

**Rem.**—A verb in the active voice is changed into the passive by making the direct object in the active the subject in the passive; as, "The cat *caught* the mouse" (*active*); "The mouse *was caught* by the cat" (*passive*).

*Tell which verbs are active and which passive in the following exercises:*

1. The girl sings. 2. Fire burns. 3. The mail was robbed. 4. Truants will be punished. 5. A meteor was seen. 6. He should have told the truth. 7. Children love play. 8. He has found his knife. 9. A watch was found in the street. 10. The burglar might have been arrested. 11. The bad boy was whipped for stealing apples.

---

**Questions.**—What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a participle? The present participle? How does the present participle always end? What is the perfect participle? How does it usually end? What is the compound participle? How is it formed?

What belong to verbs? What is voice? How many voices have transitive verbs? What is the active voice? The passive voice? How is the passive voice formed? How is a verb in the active voice changed into the passive? Give examples.

## 64. Mode.

1. **Mode** is the manner in which the action, being, or state is expressed.



2. There are five modes: *Indicative*, *Subjunctive*, *Potential*, *Imperative*, and *Infinitive*.

3. The **Indicative Mode** asserts a thing as a *fact*, or as *actually existing*; as, "Fire burns"; "A battle was fought".

4. The **Subjunctive Mode** asserts a thing as *doubtful*, as a *supposition*, or as a *future contingency*; as, "If this be true, all will end well"; "I shall go, if you remain".

5. The **Potential Mode** asserts the *power*, *necessity*, *liberty*, *duty*, or *liability* of acting, or of being in a certain state; as, "He can talk"; "You must go"; "They should be more careful".

**Rem.**—*May*, *can*, *must*, *might*, *could*, *would*, and *should* are the signs of the potential mode.

6. The **Imperative Mode** expresses a *command*, an *exhortation*, an *entreaty*, or a *permission*; as, "Go"; "Do not hurt me".

7. The **Infinitive Mode** expresses the *action*, *being*, or *state*, without affirming it; as, "To go"; "He wants to speak".

**Rem. 1.**—The infinitive may usually be known by the sign *to* placed before it. This sign is omitted after the words *bid*, *dare*, *feel*, *help*, *let*, *make*, *need*, *see*, and a few others; as, "Let them [to] come on"; "See him [to] run"; "Bid them [to] come".

**Rem. 2.**—The indicative and potential modes may be used in asking questions; as, "Is he honest?" "Has she arrived?" "May I go home?"

## EXERCISES.

*Tell the mode of the verbs in the following sentences:*

1. The army encamped by the river. 2. Run for some water.  
3. You must recite your lesson. 4. I will recite my lesson, if I can. 5. I like to play. 6. Hope thou in God. 7. Do let me go to the picnic. 8. He should have come home. 9. Lift up your heads, O ye gates! 10. Were I rich, I would purchase that property.

11. Hope not the cure of sin till Self is dead;  
Forget it in love's service, and the debt  
Thou canst not pay the angels will forget.—*Whittier.*

---

**Questions.**—What is mode? How many modes are there? Name them. What is the indicative mode? What is the subjunctive mode? What is the potential mode? What are the signs of the potential mode? What is the imperative mode? What is the infinitive mode? What is the sign of the infinitive mode? What modes are used in asking questions?

## 65. Tense.

1. **Tense** denotes the time of an action or event.
2. There are six tenses: the *Present*, the *Present Perfect*, the *Past*, the *Past Perfect*, the *Future*, and the *Future Perfect*.
3. The **Present Tense** denotes present time; as, "I write"; "The wind is blowing".
4. The **Present Perfect Tense** represents an action or event as past, but connected with present time; as, "I have written"; "The wind has been blowing".
5. The **Past Tense** denotes past time; as, "I wrote"; "The wind blew".

6. The **Past Perfect Tense** represents an act as ended or completed in time fully past; as, “I *had written*”; “The bridge *had fallen* before we reached it”.

7. The **Future Tense** denotes future time; as, “I *shall write*”; “The lion *shall eat* straw like the ox”.

8. The **Future Perfect Tense** represents an act as finished or ended at or before a certain future time; as, “I *shall have written* the letter before the mail closes”.

## 66. Signs of the Tenses.

### ACTIVE VOICE.

#### Indicative Mode.

<i>Present</i> , . . .	Simple form of the verb.
<i>Past</i> , . . .	When regular, add <i>ed</i> to the simple form.
<i>Future</i> , . . .	Prefix <i>shall</i> or <i>will</i> to the simple form.
<i>Present Perfect</i> , “	<i>have, hast, or have</i> to the perfect participle.
<i>Past Perfect</i> , . “	<i>had or hadst</i> to the perfect participle.
<i>Future Perfect</i> , “	<i>shall have or will have</i> to the perfect participle.

#### Subjunctive Mode.

*If, though, except, unless, &c.*, placed before tense forms given in the conjugation.

#### Potential Mode.

<i>Present</i> , . . .	Prefix <i>may, can, or must</i> to the simple form.
<i>Past</i> , . . . “	<i>might, could, would, or should</i> to the simple form.
<i>Present Perfect</i> , “	<i>may, can, or must have</i> to the perfect participle.
<i>Past Perfect</i> , . “	<i>might, could, would, or should have</i> to the perfect participle.

**Imperative Mode.**

*Present*, . . . *Let*, or a command.

**Infinitive Mode.**

*Present*, . . . Prefix *to* to the simple form.

*Present Perfect*, " *to have* to the perfect participle.

**Participles.**

*Present*, . . . Add *ing* to the simple form.

*Perfect*, . . . When regular, add *ed* or *d* to the simple form.

*Compound*, . . . Prefix *having* to the perfect participle, or *having been* to the present or perfect participle.

**EXERCISES.**

*Tell the tense of the verbs in the following sentences:*

1. Emma sings. 2. I went home. 3. John ran. 4. Write.
5. Let him go. 6. The man shouted. 7. I had been taught.
8. They will succeed. 9. We shall be glad. 10. The letter will have been written.
11. If you go, I shall stay. 12. You might study.
13. He may have written. 14. Know most of the rooms of thy native country, before thou goest over the threshold thereof.—*Fuller*.

---

**Questions.**—What is tense? How many tenses are there? What is the present tense? The present perfect? The past? The past perfect? The future? The future perfect? Give the signs of the tenses.

What is mode? How many modes are there? What is the indicative mode? The subjunctive mode? The potential mode? The imperative mode? The infinitive mode?

**67. Person and Number.**

1. The **Person** and **Number** of verbs are the changes which they undergo to mark their agreement with their subjects.

2. A verb must agree with its subject in person and number.

**Rem.**—The infinitive, having no subject, has neither person nor number.

## 68. Auxiliaries.

**Auxiliary Verbs** are those which are used in the conjugation of other verbs. They are *do, be, have, shall, may, can, must*.

**Rem.**—*Do, be, have,* and *will* are often used as principal verbs; as, “He *does* well”; “I *am*”; “He *has* money”; “He *wills* it”.

## 69. Unipersonal Verbs.

A **Unipersonal Verb** is one by which an act or state is asserted independently of any particular subject; as, “It *snows*”; “It *behooves* us to be watchful”.

---

**Questions.**—What is meant by the person and number of a verb? With what must a verb agree in person and number? What are auxiliary verbs? Name them. Which of these are sometimes used as principal verbs? What is a unipersonal verb?

## 70. Conjugation.

1. The **Conjugation** of a verb is the correct expression, in regular order, of its *modes, tenses, voices, persons,* and *numbers*.

2. The **Principal Parts** of a verb are the *present indicative*, the *past indicative*, and the *perfect participle*.

3. The **Synopsis** of a verb is its variation in form, through the different modes and tenses, in a single person and number.

## 71. Synopsis of the Verb "To Be".

### Principal Parts.

*Present Tense.*

Be, or am.

*Past Tense.*

Was.

*Perfect Participle.*

Been.

### Indicative Mode.

*Present*, . . . I am.

*Past Perfect*, . . . I had been.

*Present Perfect*, I have been.

*Future*, . . . I shall be.

*Past*, . . . I was.

*Future Perfect*, I shall have been.

### Subjunctive Mode.

*Present*, . . . If I be.

*Past*, . . . . . If I were.

*Past Perfect*, . . . If I had been.

### Potential Mode.

*Present*, . . . I may, can, or must be.

*Present Perfect*, I may, can, or must have been.

*Past*, . . . I might, could, would, or should be.

*Past Perfect*, . . . I might, could, would, or should have been.

## Conjugation of the Verb "To Be".

**Note.**—*Shall*, in the first person, and *will*, in the second and third, denote *futurity*. *Will*, in the first person, and *shall* in the second and third, denote *determination* or *necessity*.

### INDICATIVE MODE.

#### PRESENT TENSE.

*Singular.*

1. I am,
2. Thou art,
3. He is;

*Plural.*

1. We are,
2. You are,
3. They are.



## PRESENT PERFECT TENSE.

*Singular.*

1. I have been,
2. Thou hast been,
3. He has been;

*Plural.*

1. We have been,
2. You have been,
3. They have been.

## PAST TENSE.

1. I was,
2. Thou wast,
3. He was;

1. We were,
2. You were,
3. They were.

## PAST PERFECT TENSE.

1. I had been,
2. Thou hadst been,
3. He had been;

1. We had been,
2. You had been,
3. They had been.

## FUTURE TENSE.

1. I shall be,
2. Thou wilt be,
3. He will be;

1. We shall be,
2. You will be,
3. They will be.

## FUTURE PERFECT TENSE.

1. I shall have been,
2. Thou wilt have been,
3. He will have been;

1. We shall have been,
2. You will have been,
3. They will have been.

## SUBJUNCTIVE MODE.

## PRESENT TENSE.

1. If I be,
2. If thou be,
3. If he be;

1. If we be,
2. If you be,
3. If they be.

## PAST TENSE.

1. If I were,
2. If thou wert,
3. If he were;

1. If we were,
2. If you were,
3. If they were.

## PAST PERFECT TENSE.

*Singular.*

1. If I had been,
2. If thou hadst been,
3. If he had been;

*Plural.*

1. If we had been,
2. If you had been,
3. If they had been.

## POTENTIAL MODE.

## PRESENT TENSE.

- |                   |                 |
|-------------------|-----------------|
| 1. I may be,      | 1. We may be,   |
| 2. Thou mayst be, | 2. You may be,  |
| 3. He may be;     | 3. They may be. |

## PRESENT PERFECT TENSE.

- |                          |                        |
|--------------------------|------------------------|
| 1. I may have been,      | 1. We may have been,   |
| 2. Thou mayst have been, | 2. You may have been,  |
| 3. He may have been;     | 3. They may have been. |

## PAST TENSE.

- |                     |                   |
|---------------------|-------------------|
| 1. I might be,      | 1. We might be,   |
| 2. Thou mightst be, | 2. You might be,  |
| 3. He might be;     | 3. They might be. |

## PAST PERFECT TENSE.

- |                            |                          |
|----------------------------|--------------------------|
| 1. I might have been,      | 1. We might have been,   |
| 2. Thou mightst have been, | 2. You might have been,  |
| 3. He might have been;     | 3. They might have been. |

**Note.**—In reviews, use the auxiliary *can* or *must*.

## IMPERATIVE MODE.

## PRESENT TENSE.

- |                       |                            |
|-----------------------|----------------------------|
| 2. Be, or do thou be; | 2. Be, or do ye or you be. |
|-----------------------|----------------------------|

## INFINITIVE MODE.

*Present, To be;**Present Perfect, To have been.*

## PARTICIPLES.

*Present*, Being;      *Perfect*, Been;      *Compound*, Having been.

## 72. Synopsis of the Verb "To Love".

## ACTIVE VOICE.

**Principal Parts.**

*Present Tense.*  
Love.

*Past Tense.*  
Loved.

*Perfect Participle.*  
Loved.

**Indicative Mode.**

*Present*, . . . I love.

*Past Perfect*, . I had loved.

*Present Perfect*, I have loved.

*Future*, . . . I shall love.

*Past*, . . . I loved.

*Future Perfect*, I shall have loved.

**Subjunctive Mode.**

*Present*, . . . If I love.

*Past*, . . . If I loved.

*Past Perfect*, . . . If I had loved.

**Potential Mode.**

*Present*, . . . I may, can, or must love.

*Present Perfect*, I may, can, or must have loved.

*Past*, . . . I might, could, would, or should love.

*Past Perfect*, . I might, could, would, or should have loved.

## Conjugation of the Verb "To Love".

## INDICATIVE MODE.

## PRESENT TENSE.

*Singular.*

*Plural.*

1. I love,
2. Thou lovest,
3. He loves;

1. We love,
2. You love,
3. They love.

## PRESENT PERFECT TENSE.

*Singular.*

1. I have loved,
2. Thou hast loved,
3. He has loved;

*Plural.*

1. We have loved,
2. You have loved,
3. They have loved.

## PAST TENSE.

1. I loved,
2. Thou lovedst,
3. He loved;

1. We loved,
2. You loved,
3. They loved.

## PAST PERFECT TENSE.

1. I had loved,
2. Thou hadst loved,
3. He had loved;

1. We had loved,
2. You had loved,
3. They had loved.

## FUTURE TENSE.

1. I shall love,
2. Thou wilt love,
3. He will love;

1. We shall love,
2. You will love,
3. They will love.

## FUTURE PERFECT TENSE.

1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved;

1. We shall have loved,
2. You will have loved,
3. They will have loved.

## SUBJUNCTIVE MODE.

## PRESENT TENSE.

1. If I love,
2. If thou love,
3. If he love;

1. If we love,
2. If you love,
3. If they love.

## PAST TENSE.

1. If I loved,
2. If thou loved,
3. If he loved;

1. If we loved,
2. If you loved,
3. If they loved.

## PAST PERFECT TENSE.

*Singular.**Plural.*

- |                         |                       |
|-------------------------|-----------------------|
| 1. If I had loved,      | 1. If we had loved,   |
| 2. If thou hadst loved, | 2. If you had loved,  |
| 3. If he had loved;     | 3. If they had loved. |

## POTENTIAL MODE.

## PRESENT TENSE.

- |                     |                   |
|---------------------|-------------------|
| 1. I may love,      | 1. We may love,   |
| 2. Thou mayst love, | 2. You may love,  |
| 3. He may love;     | 3. They may love. |

## PRESENT PERFECT TENSE.

- |                           |                         |
|---------------------------|-------------------------|
| 1. I may have loved,      | 1. We may have loved,   |
| 2. Thou mayst have loved, | 2. You may have loved,  |
| 3. He may have loved;     | 3. They may have loved. |

## PAST TENSE.

- |                       |                     |
|-----------------------|---------------------|
| 1. I might love,      | 1. We might love,   |
| 2. Thou mightst love, | 2. You might love,  |
| 3. He might love;     | 3. They might love. |

## PAST PERFECT TENSE.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. I might have loved,      | 1. We might have loved,   |
| 2. Thou mightst have loved, | 2. You might have loved,  |
| 3. He might have loved;     | 3. They might have loved. |

## IMPERATIVE MODE.

- |                           |                                |
|---------------------------|--------------------------------|
| 2. Love, or do thou love; | 2. Love, or do ye or you love. |
|---------------------------|--------------------------------|

## INFINITIVE MODE.

- |                          |  |
|--------------------------|--|
| <i>Present,</i> To love; | <i>Present Perfect,</i> To have loved. |
|--------------------------|--|

## PARTICIPLES.

*Present*, Loving; *Perfect*, Loved; *Compound*, Having loved.

## 73. Synopsis of the Verb "To Love".

## PASSIVE VOICE.

The **Passive Voice** is formed by prefixing the various forms of the verb *to be* to the *perfect participle*. The tense of the verb *to be* determines the tense in the Passive Voice.

**Indicative Mode.**

*Present*, . . . . . I am loved.  
*Present Perfect*, . . . . . I have been loved.  
*Past*, . . . . . I was loved.  
*Past Perfect*, . . . . . I had been loved.  
*Future*, . . . . . I shall be loved.  
*Future Perfect*, . . . . . I shall have been loved.

**Subjunctive Mode.**

*Present*, . . . If I be loved.      *Past*, . . . If I were loved.  
*Past Perfect*, . . . If I had been loved.

**Potential Mode.**

*Present*, . . . . . I may be loved.  
*Present Perfect*, . . . . . I may have been loved.  
*Past*, . . . . . I might be loved.  
*Past Perfect*, . . . . . I might have been loved.

**Note.**—The pupil should be required to commit to memory the Synopsis, then to write the full conjugation of *to love*, or some other transitive verb, in both voices, correcting or verifying his work by comparing it with the paradigms already given.



## 74. Coördinate Forms of Conjugation.

1. The Progressive, the Emphatic, and the Interrogative are called the *Coördinate Forms of Conjugation*.

2. The **Progressive Form** is used to denote action, being, or state in progress; as, "He *was writing*".

In the Progressive Form, the various forms of the verb *to be* are prefixed to the *present participle*.

3. The **Emphatic Form** represents an act with emphasis; as, "I *do write*"; "He *did write*".

4. The **Interrogative Form** is used in asking questions; as, "*Love I?*" "*Did he write?*"

### SYNOPSIS.

#### PROGRESSIVE FORM.

##### Indicative Mode.

<i>Present,</i>	. . . . .	I am loving.
<i>Present Perfect,</i>	. . . . .	I have been loving.
<i>Past,</i>	. . . . .	I was loving.
<i>Past Perfect,</i>	. . . . .	I had been loving.
<i>Future,</i>	. . . . .	I shall be loving.
<i>Future Perfect,</i>	. . . . .	I shall have been loving.

##### Subjunctive Mode.

<i>Present,</i>	. . . . .	If I be loving.	<i>Past,</i>	. . . . .	If I were loving.
<i>Past Perfect,</i>	. . . . .	If I had been loving.			

##### Potential Mode.

<i>Present,</i>	. . . . .	I may be loving.
<i>Present Perfect,</i>	. . . . .	I may have been loving.
<i>Past,</i>	. . . . .	I might be loving.
<i>Past Perfect,</i>	. . . . .	I might have been loving.

**Infinitive Mode.**

*Present*, To be loving.    *Present Perfect*, To have been loving.

**Imperative Mode.**

*Present*, . . . . . Be thou loving.

**Participles.**

*Present*, . Loving.      *Compound*, . Having been loving.

**THE EMPHATIC FORM.****Indicative Mode.**

*Present*, . . I do love.      *Past*, . . I did love.

**Subjunctive Mode.**

*Present*, . . If I do love.      *Past*, . . If I did love.

**Imperative Mode.**

*Present*, . . . . . Do thou love.

**INTERROGATIVE FORM.**

*Present*, . . . Love I? Do I love? Am I loving?

*Present Perfect*, Have I loved? Have I been loving?

*Past*, . . . Loved I? Did I love? Was I loving?

*Past Perfect*, . Had I loved? Had I been loving?

*Future*, . . . Shall I love? Shall I be loving?

*Future Perfect*, Shall I have loved? Shall I have been loving?

**Potential Mode.**

*Present*, . . . . . Must I love?

*Present Perfect*, . . . . . Must I have loved?

*Past*, . . . . . Might I love?

*Past Perfect*, . . . . . Might I have loved?

## EXERCISES.

Write a synopsis of the transitive verbs *think, instruct, command, punish, teach, and see*, in the Indicative, Subjunctive, and Potential Modes, Active and Passive Voices.

*Tell the mode, tense, person, and number of each verb in the following sentences:*

1. He ran. 2. You teach. 3. They have seen. 4. If he go.  
5. They may have written. 6. Has he departed? 7. They will command. 8. Emma will have recited. 9. The army will be disbanded.

10. America was discovered. 11. The people should be contented. 12. He has invented a velocipede. 13. Attend to your lesson. 14. He can go, if the carriage is not too full. 15. The man loves to see it rain.

---

**Questions.**—What is conjugation? What are the principal parts of a verb? What is the synopsis of a verb? Give the synopsis of “to be”. Of “to love”, in both the active and the passive voice.

What are the coördinate forms of conjugation? What is the progressive form? The emphatic form? The interrogative form? Give the synopsis of each form.

## 75. Regular and Irregular Verbs.

1. A **Regular Verb** forms its past indicative and perfect participle by adding *d* or *ed* to the present indicative; as, *love, love-d, love-d*; *count, count-ed, count-ed*.

2. An **Irregular Verb** is one which does not form its past tense and perfect participle by adding *d* or *ed* to the present indicative; as, *go, went, gone*; *see, saw, seen*; *do, did, done*.

## 76. Irregular Verbs.

The following list contains the **Principal Parts** of most of the irregular verbs. Those marked R have also the regular forms.

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Abide,	abode,	abode.	Breed,	bred,	bred.
Am,	was,	been.	Bring,	brought,	brought.
Arise,	arose,	arisen.	Build,	built, R.	built, R.
Awake,	awoke, R.	{ awaked, awoke.	Burn,	burnt, R.	burnt, R.
Bear,	{ bore, (bring forth) { bare,	born.	Burst,	burst,	burst.
Bear, (carry),	bore,	borne.	Buy,	bought,	bought.
Beat,	beat,	{ beaten, beat.	Cast,	cast,	cast.
Become,	became,	become.	Catch,	caught, R.	caught, R.
Befall,	befell,	befallen.	Chide,	chid,	{ chidden, chid.
Beget,	{ begat, begot,	begotten, begot.	Choose,	chose,	chosen.
Begin,	began,	begun.	Cleave,	{ cleaved, (adhere), { clave,	cleaved.
Behold,	beheld,	beheld.	Cleave,	{ cleft, (split), { clove,	cleft, cloven,
Belay,	belaid, R.	belaid, R.		{ clave,	cleaved.
Bend,	bent, R.	bent, R.	Cling,	clung,	clung.
Bereave,	bereft, R.	bereft, R.	Clothe,	{ clothed, clad,	clothed, clad.
Beseech,	besought,	besought.	Come,	came,	come.
Bet,	bet, R.	bet, R.	Cost,	cost,	cost.
Betide,	{ betided, betid,	betided, betid.	Creep,	crept,	crept.
Bid,	{ bid, bade,	bid, bidden.	Crow,	crew, R.	crowed.
Bind,	bound,	bound.	Cut,	cut,	cut.
Bite,	bit,	{ bitten, bit.	Dare,	durst, R.	dared.
Bleed,	bled,	bled.	Deal,	dealt,	dealt.
Bless,	{ blessed, blest,	blessed, blest.	Dig,	dug, R.	dug, R.
Break,	{ broke, brake,	broken, broke.	Do,	did,	done.
			Draw,	drew,	drawn.
			Dream,	dreamt, R.	dreamt, R.
			Dress,	dress, R.	dress, R.
			Drink,	drank,	{ drunk, drunken.

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Drive,	drove,	driven.
Eat,	ate,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forbear,	forbore,	forbore.
Forget,	forgot,	{ forgotten, forgot.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Freight,	freighted,	fraught, R.
Get,	got,	{ got, gotten.
Gild,	gilt, R.	gilt, R.
Gird,	girt, R.	girt, R.
Give,	gave,	given.
Go,	went,	gone.
Grave,	graved,	graven, R.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hung, R.	hung, R.
Have,	had,	had.
Hear,	heard,	heard.
Heave,	hove, R.	hoven, R.
Hew,	hewed,	hewn, R.
Hide,	hid,	{ hidden, hid.
Hit,	hit,	hit.
Hold,	held,	{ held, holden.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	knelt, R.	knelt.

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Knit,	knit, R.	knit, R.
Know,	knew,	known.
Lay,	laid,	laid.
Lead,	led,	led.
Lean,	leant, R.	leant, R.
Leap,	leapt, R.	leapt, R.
Learn,	learnt, R.	learnt, R.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie,	{ lay,	lain.
(recline),		
Light,	lit, R.	lit, R.
Load,	loaded,	laden, R.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant,	meant.
Meet,	met,	met.
Mow,	mowed,	mown, R.
Pass,	past, R.	past.
Pay,	paid,	paid.
Pen,	{ pent, R.	pent, R.
(inclose),		
Plead,	{ plead, R.	plead, R.
	{ pled,	
Put,	put,	put.
Quit,	quit, R.	quit, R.
Rap,	rapt, R.	rapt, R.
Read,	read,	read.
Reave,	reft,	reft.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	{ ridden, rode.
Ring,	{ rang,	rung.
	{ rung,	
Rise,	rose,	risen.
Rive,	rived,	riven, R.

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Run,	ran,	run.	Spin,	{ spun, span,	spun.
Saw,	sawed,	sawn, R.	Spit,	{ spit, spat,	spit, spitten.
Say,	said,	said.	Split,	split, R.	split, R.
See,	saw,	seen.	Spoil,	spoilt, R.	spoilt, R.
Seek,	sought,	sought.	Spread,	spread,	spread.
Set,	set,	set.	Spring,	{ sprang, sprung,	sprung.
Seethe,	sod, R.	sodden, R.	Stand,	stood,	stood.
Shake,	shook,	shaken.	Stave,	stove, R.	stove, R.
Shape,	shaped,	shapen, R.	Stay,	staid, R.	staid, R.
Shave,	shaved,	shaven, R.	Steal,	stole,	stolen.
Shear,	shore, R.	shorn, R.	Stick,	stuck,	stuck.
Shed,	shed,	shed.	Sting,	stung,	stung.
Shine,	shone, R.	shone, R.	Stride,	{ strid, strode,	strid, stridden.
Shoe,	shod,	shod.	Strike,	struck,	{ struck, stricken.
Shoot,	shot,	shot.	String,	strung,	strung.
Show,	showed,	shown.	Strive,	strove,	striven.
Shred,	shred,	shred.	Strow,	strowed,	{ strowed, strown.
Shut,	shut,	shut.	Swear,	{ swore, sware,	sworn.
Sing,	{ sang, sung,	sung.	Sweat,	sweat, R.	sweat, R.
Sink,	{ sank, sunk,	sunk.	Sweep,	swept,	swept.
Sit,	sat,	sat.	Swell,	swelled,	swollen, R.
Slay,	slew,	slain.	Swim,	{ swam, swum,	swum.
Sleep,	slept,	slept.	Swing,	swung,	swung.
Sling,	slung,	slung.	Take,	took,	taken.
Slink,	slunk,	slunk.	Teach,	taught,	taught.
Slit,	slit, R.	slit, R.	Tear,	{ tore, tare,	torn.
Smell,	smelt, R.	smelt, R.	Tell,	told,	told.
Smite,	smote,	{ smitten, smit.	Think,	thought,	thought.
Sow,	{ sowed,	sown, R.	Thrive,	throve, R.	thriven, R.
(scatter),					
Speak,	spoke,	spoken.			
Speed,	sped, R.	sped, R.			
Spell,	spelt, R.	spelt, R.			
Spend,	spent,	spent.			
Spill,	spilt, R.	spilt, R.			



<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Throw,	threw,	thrown.	Weep,	wept,	wept.
Thrust,	thrust,	thrust.	Wet,	wet, R.	wet, R.
Tread,	trod,	{ trodden, trod.	Whet,	whet, R.	whet, R.
Wake,	woke, R.	woke, R.	Win,	won,	won.
Wax,	waxed,	waxen, R.	Wind,	wound,	wound.
Wear,	wore,	worn.	Work,	wrought, R.	wrought, R.
Weave,	wove, R.	woven, R.	Wring,	wrung,	wrung,
Wed,	wed, R.	wed, R.	Write,	wrote,	written.

## 77. Defective and Redundant Verbs.

1. **Defective Verbs** are those which want some of the principal parts.

They are *beware*, from *be* and *aware*, *ought*, *quoth*, *quod*, *wit*, and its derivatives, *wot*, *wis*, *wert*, *wist*, *wote*.

2. **Redundant Verbs** are those which have more than one form for their past tense and perfect participle; as, *cleave*, *clove*, or *clave*; *cleft*, *cloven*, or *cleaved*.

---

**Questions.**—What is a regular verb? An irregular verb? A defective verb? Which are the defective verbs? What are redundant verbs? Give examples.

### EXERCISES.

*Correct the following sentences, using this*

#### MODEL.

“The man threw a stone.”

This sentence is incorrect. The word “threwed” should be “threw”, the past indicative of the verb “throw”. The sentence should read, “The man threw a stone”.

1. I have saw some fine cattle to-day. 2. He ought to have went home. 3. The beads were stringed on a silk thread.

4. He has brung some snow into the school-house. 5. The cloth was weaved by hand. 6. The horse come cantering along. 7. This coat has wore well.

8. The cars have ran off the track. 9. The bells ringed when the news was got. 10. I clumb the tree and shaked the apples off. 11. That candle should be blowed out. 12. I laid down, and ris much refreshed. 13. Was the cow drove to pasture? 14. The plastering has fell from the ceiling. 15. I seen him git it.

*Correct all errors in the use of **irregular verbs** you may notice in your conversation with your school-mates.*

## 78. Order of Parsing.

1. A Verb, and why?
2. Regular or irregular, and why?
3. Give its principal parts.
4. Copulative, Transitive, or Intransitive, and why?
5. Voice, and why?
6. Mode, and why?
7. Tense, and why?
8. Person and number, and why? Rule.

## 79. Models for Parsing.

### I. "Liberty is sweet."

**Is** . . . . . is a *verb*; it is a word which denotes being: *irregular*; it does not form its past tense and perfect participle by adding *d* or *ed* to the present indicative: *principal parts* are pres. *am*, past ind. *was*, perf. part. *been*: *copulative*; it asserts the predicate of the subject: *indicative mode*; it asserts a fact: *present tense*; it denotes present time: *third person, singular number*, to agree with its subject "liberty". Rule XIII. "A verb must agree with its subject in person and number."

II. "I shall go, if you remain."

**Shall go . . .** is a *verb*; (why?): *irregular*; (why?): give its principal parts: *intransitive*; it does not require an object to complete its meaning: *indicative mode*; (why?): *future tense*; it denotes future time: *first person, singular number*; (why?) Rule XIII. "A verb must agree with its subject in person and number."

**Remain . . .** is a *verb*; (why?): *regular*; it forms its past indicative and perfect participle by adding *ed* to the present indicative: give the principal parts: *intransitive*; (why?): *subjunctive mode*; it represents an act as conditional; *present tense*; (why?): *second person, singular or plural number*; (why?): Rule XIII.

III. "The boy caught the horse."

**Caught . . .** is a *verb*; (why?): *irregular*; (why?): give the principal parts: *transitive*; it requires an object to complete its meaning: *active voice*; it represents its subject as acting: *indicative mode*; (why?): *past tense*; (why?): *third person, singular number*; (why?): Rule XIII.

IV. "We heard the owl hooting."

**Hooting . . .** is a *participle*; it partakes of the properties of a verb and an adjective: *present participle*; it denotes continuance: it belongs to "owl". Rule XII. "An adjective or participle belongs to some noun or pronoun."

V. "I study to improve."

**To improve** is a *verb*; (why?): *regular*; (why?): give the principal parts: *transitive*; (why?): *active voice*; (why?): *infinitive mode*; it expresses action without affirming it: it depends upon "study". Rule XVII. "An infinitive not used as a noun depends upon the word it limits."

## EXERCISES.

*Parse the nouns, pronouns, adjectives, verbs, and participles in the following sentences:*

1. The earth rings hollow from below. 2. We soon shall reach the boundless sea. 3. The night was tempestuous. 4. He should be more industrious. 5. Remember thy Creator. 6. The poor must work in their grief. 7. I could not learn that lesson. 8. He was beaten with many stripes.

9. Clarence has been chosen captain. 10. They might have finished their task yesterday. 11. The crops were destroyed by grasshoppers. 12. The girls were playing croquet. 13. He did not return my umbrella. 14. Is he writing a letter? 15. Help us to help each other. 16. Shake off the dust that blinds thy sight.

17. No cheating nor bargaining will ever get a single thing out of Nature's "establishment" at half price.—*Ruskin*.

18. May is a pious fraud of the almanac,  
A ghastly parody of real Spring,  
Shaped out of snow and breathed with eastern winds.

*Lowell.*

*Write five answers to questions in your geography lesson, and parse the verbs.*

*Write the first two sentences of a composition on "Lazy Boys", and parse the verbs.*

## 80. False Syntax.

**Caution I.**—*Never use will for shall, nor would for should.*

**Ex.**—1. I was afraid I would be hurt. 2. If I would try, I would learn fast. 3. I shall go: no one will prevent me. 4. I would be very careless if I would leave my books at home.

**Caution II.**—*Tense-forms should express time in harmony with that indicated by other parts of the sentence.*

**Ex.**—1. They have visited us yesterday. 2. You may take a walk after you finish your task. 3. He was tardy every day this week. 4. I would help you, if you can't get some one else to do so. 5. He was under obligations to have assisted me.

**Caution III.**—*General truths should be expressed in the present tense.*

**Ex.**—1. I have heard that each star was a sun. 2. I always thought that meteors were falling stars. 3. What did you say was the capital of Indiana? 4. I should think it was time for school to be dismissed. 5. I always thought that dew fell.

**Caution IV.**—*Do not use the perfect participle to express past time, nor the past tense form instead of the perfect participle.*

**Ex.**—1. He come here last week. 2. He done it: I seen him. 3. The tree had fell, and it was broke in two. 4. The squirrel had ran up a tree. 5. He set down on a log.

**Caution V.**—*Avoid the inelegant use of participles in place of other forms.*

**Ex.**—1. Going to Congress is no evidence of greatness. 2. I do not like being punished. 3. He neglected the plowing of his land. 4. Boys, be ashamed of being found in bad company.

**Caution VI.**—*Do not use isn't or aint for is not, have n't or haint for have not, 'taint for it is not, might of for might have, &c.*

**Ex.**—1. 'Taint one swallow that makes a summer. 2. Jane haint got her lesson. 3. Aint you going to the concert? 4. Samuel might of done his task long ago. 5. He should of taken the accommodation train.

*Correct all inaccuracies in the use of verbs you may observe in your own language or that of your school-mates.*



*Correct the following sentences by reference to Rules XIII and XIV:*

1. Henry and Charles was very much disappointed. 2. You was there, I suppose. 3. The yoke of oxen were sold for a hundred dollars. 4. Ellen are not at school to-day. 5. The scissors is dull. 6. The fleet were seen off Hatteras. 7. Time and tide waits for no man.

---

**Questions.**—What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What belong to verbs? What is voice? How many voices are there? What is the active voice? The passive voice? How is the passive voice formed?

What is mode? How many modes are there? What is the indicative mode? The subjunctive mode? The potential mode? The imperative mode? The infinitive mode? What are the signs of the potential mode? The sign of the infinitive mode? When is it omitted?

What is tense? How many tenses are there? What is the present tense? The present perfect? The past? The past perfect? The future? The future perfect?

What is an auxiliary verb? A unipersonal verb?

What is conjugation? What are the principal parts of a verb? What is the synopsis of a verb? Give a synopsis of "to be". Of "to love", in both voices.

What are the coördinate forms of conjugation? What is the progressive form? The emphatic form? The interrogative form? Give the synopsis of each form.

What is a regular verb? An irregular verb? A defective verb? A redundant verb?

Give the order of parsing verbs.

Repeat the cautions.

## THE ADVERB.

### 81. Classes.

1. Adverbs are divided into five classes: Adverbs of *Time*, *Place*, *Cause*, *Manner*, and *Degree*.

2. **Adverbs of Time** answer the questions, *When?* *How long?* *How often?*

**Ex.**—After, again, always, early, never, frequently, hereafter, lately, immediately, now, often, seldom, then, when, &c.



3. **Adverbs of Place** answer the questions, *Where? Whither? Whence?*

**Ex.**—Above, below, hither, here, there, herein, whence, somewhere, far, yonder, forth, aloof, away, backwards, first, &c.

4. **Adverbs of Cause** answer the questions, *Why? Wherefore?*

**Ex.**—Wherefore, therefore, then, why?

5. **Adverbs of Manner** answer the question, *How?*

**Ex.**—Amiss, anyhow, well, badly, easily, sweetly, indeed, nay, no, perhaps, peradventure, perchance, &c.

6. **Adverbs of Degree** answer the questions, *How much? How little?*

**Ex.**—Almost, enough, even, equally, much, more, little, wholly, partly, only, scarcely, nearly, too, chiefly, &c.

7. An **Adverbial Phrase** is a combination of words used and parsed as a single adverb; as, "*In general*", "*hand in hand*", "*no more*".

8. **Conjunctive Adverbs** are those which connect two propositions, and modify a word in each.

**Ex.**—"I shall see you *when* I return." The conjunctive adverb "when" connects the two clauses, "I shall see you" and "I return", modifying "shall see" in the first clause, and "return" in the second.

## 82. Comparison of Adverbs.

1. Many adverbs admit of comparison.

2. Three adverbs are compared by adding *er* and *est* to the simple form, viz.: *fast, faster, fastest; often, oftener, oftenest; soon, sooner, soonest.*

3. Adverbs ending in *ly* are compared by prefixing *more* and *most*, *less* and *least* to the simple form; as, *wisely, more wisely, most wisely; swiftly, less swiftly, least swiftly.*

4. Some adverbs are compared irregularly; as, *well, better, best; little, less, least.*

### 83. Order of Parsing.

1. An Adverb, and why?
2. Compare it.
3. Tell what it modifies. Rule.

### 84. Models for Parsing.

I. "The soldiers fought bravely."

**Bravely** . . is an *adverb*; it is used to modify the meaning of a verb: *compared, pos. bravely, com. more bravely, sup. most bravely*: it modifies "fought". Rule XVII. "Adverbs modify verbs, adjectives, participles, and adverbs."

II. "I will go whenever you wish."

**Whenever** is an *adverb*; (why?): *conjunctive*; it connects two clauses, and modifies a word in each: it modifies "will go" and "wish": Rule XVII.

#### EXERCISES.

*Parse the nouns, pronouns, adjectives, verbs, and adverbs in the following sentences:*

1. I saw him frequently. 2. You must call often. 3. How rapidly the moments fly. 4. He has been reproved again and again. 5. Perhaps he can tell you. 6. Doubtless, he is a wise man. 7. Peradventure, the old dragon is asleep. 8. I have not seen him since I returned from California.

9.                                      Live and love,  
       Doing both nobly, because lowly.  
       Live and work, strongly, because patiently.

*Mrs. Browning.*

Write the first two sentences of a composition on "**My Last Vacation**", and parse the **verbs** and **adverbs**.

## 85. False Syntax.

**Caution I.**—*Avoid the use of two negatives to express negation.*

**Ex.**—1. I do n't know nothing about geometry. 2. Do n't say nothing to nobody about it. 3. You do n't look no better than you did yesterday. 4. We did n't find nobody at home. 5. The peddler had n't got no needles.

**Caution II.**—*Do not use adjectives as adverbs.*

**Ex.**—1. You ought to read slower. 2. He does not speak distinct. 3. Helen seems tolerable well. 4. His voice was scarce heard. 5. She dresses neat. 6. I am that hungry I could eat any thing. 7. He was exceeding glad to hear from you.

*Observe and correct all inaccuracies in the use of **adverbs** in your own conversation and that of your school-mates.*

---

**Questions.**—What is an adverb? Into how many classes are adverbs divided? What are adverbs of *time*? Of *place*? Of *manner*? Of *degree*? What is an adverbial phrase? What are conjunctive adverbs? Are adverbs ever compared? How are three adverbs compared? How are adverbs ending in *ly* compared? How are other adverbs compared?

Repeat the order of parsing an adverb.

Repeat the cautions.

## THE PREPOSITION.

### 86. General Remarks.

1. The relations between objects of thought are sometimes so obvious that they need no expression. This occurs when nouns denoting *time*, *distance*, *measure*, *direction*, or *value* follow verbs or adjectives; as, "He left *yesterday*"; "He lives *south*

of this town". Such words are said to be in the objective case without a governing word.

The names of things following the passive forms of the verbs *ask, lend, teach, refuse, provide*, and some others are also in the objective case without a governing word; as, "I was asked a *question*"; "I was taught *grammar*".

3. A phrase commencing with a preposition is called a *prepositional phrase*.

4. The infinitive is usually called a phrase.

5. The words of some phrases need not be separated in parsing; as, *in vain, on high, round and round, in general, &c.* Parse such combinations as single words.

## 87. Order of Parsing.

1. A Preposition, and why?
2. What relation does it show?
3. Rule.

## 88. Model for Parsing.

"They went aboard the ship."

**Aboard** is a *preposition*; it shows the relation between its object and some other word: it shows the relation between "ship" and "went". Rule XIX. "A preposition shows the relation of its object to the word upon which the latter depends."

### EXERCISES.

*Analyze the following sentences, and parse the nouns and prepositions:*

1. A lark reared her brood amid the corn.
2. They wandered in throngs down the valley.
3. Emma came from the village, through the woods, to our house.
4. We have seen the

moon rising behind the eastern pines. 5. I came from beyond Richmond to-day. (Parse "to-day" in the objective case without a governing word, by Rule VIII.) 6. I went to Detroit yesterday.

7.                                      The locust by the wall  
      Stabs the noon-silence with his sharp alarm.  
      A single hay-cart down the dusty road  
      Creaks slowly, with its driver fast asleep  
      On the load's top.—*Whittier.*

*Write the first two sentences of a composition on "Our Flag", and parse the **prepositions**.*

*Write the answers to three questions in your arithmetic lesson, and parse the **prepositions**.*

*Parse all the **prepositions** in three sentences of your reading lesson.*

---

**Questions.**—What is a preposition? Do the relations between objects of thought always need expression? When do they not need expression? What words are in the objective case without a governing word? What is a prepositional phrase? Can the words in all phrases be separated? How should such combinations be parsed?

Repeat the order of parsing a preposition.

## THE CONJUNCTION.

### 89. Classes.

1. **Conjunctions** are divided into three classes: *Copulative, Disjunctive, and Correlative.*

2. **Copulative Conjunctions** join on words, phrases, or members denoting addition, consequence, cause, or supposition.

**Ex.**—And, also, as, because, consequently, even, for, if, so, since, seeing, than, that, then, moreover, therefore, wherefore.

**3. Disjunctive Conjunctions** join on words, phrases, or members denoting opposition of meaning.

**Ex.**—Although, though, but, either, neither, except, lest, nor, notwithstanding, or, provided, save, still, unless, whether, whereas, yet.

**4. Correlative Conjunctions** are copulatives or disjunctives used in pairs, one referring or answering to the other.

**Ex.**—Both—and, as—as, so—as, so—that, either—or, neither—nor, if—then, though—yet, nevertheless, not only—but also, whether—or, or—or, nor—nor.

**Rem.**—Such combinations as *as if*, *as though*, *as well as*, *as soon as*, *forasmuch as*, *in so much that*, *but also*, *but likewise*, *not only*, &c., should be parsed as single conjunctions or conjunctive adverbs.

## 90. Order of Parsing.

1. A Conjunction, and why?
2. Copulative, Disjunctive, or Correlative, and why?
3. What does it connect? Rule.

## 91. Models for Parsing.

I. "Ellen and Mary study algebra."

**And** . . . is a *conjunction*; it connects words: *copulative*; it denotes addition: it connects "Emma" and "Mary".  
Rule XX. "Conjunctions connect words, phrases, and sentences."



II. "Neither Ellen nor Mary learned the lesson."

**Neither . . . nor . . .** are *conjunctions*; (why?): *correlative*; one refers or answers to the other. "neither" introduces the sentence, and "nor" connects "Ellen" and "Mary":  
Rule XX.

#### EXERCISES.

*Analyze the following sentences, and parse the **conjunctions**:*

1. Cold and hunger awake not her care. 2. He came and went like a pleasant thought. 3. Wisdom is the principal thing; therefore get wisdom. 4. We can not thrive unless we are industrious. 5. Though he slay me, yet will I trust in him. 6. He was not only proud, but vain also.

*Write the first two sentences of a composition on "**Popping Corn**", and parse the **conjunctions**.*

*Parse all the **conjunctions** in three sentences of your reading lesson.*

---

**Questions.**—What is a conjunction? Into how many classes are conjunctions divided? What are copulative conjunctions? Disjunctive conjunctions? Correlative conjunctions? How should *as if, not only, &c.*, be parsed?

Repeat the order of parsing a conjunction.

## THE INTERJECTION.

### 92. Remarks.

1. **Interjections** are expressions of emotion only. They are called interjections because they are *thrown in between* connected parts of discourse, though generally found at the commencement of a sentence.

2. Most words when used as exclamations may be treated as interjections; as, "*What! art thou mad?*" "*Revenge!* cried he".

### 93. Order of Parsing.

1. An Interjection, and why?
2. Rule.

### 94. Model for Parsing.

“Eh! are you sure of it?”

**Eh!** . . . . is an *interjection*; it denotes some sudden emotion.

Rule XXI. “An interjection has no dependence upon other words.”

#### EXERCISES.

*Parse all the words in the following sentences:*

1. Hah! it is a sight to freeze one! 2. Ah! ha! you thought me blind, did you? 3. O! O! 't is foul! 4. O excellent young man! 5. Alas, what have I seen or known! 6. Mercy, how it burns! 7. Fie upon thee! 8. Soft! I did but dream. 9. Tush! tush! man, I made no reference to you.

---

**Questions.**—What is an interjection? Why is it called an interjection?

Repeat the order of parsing an interjection.

### 95. Simple and Compound Sentences.

“Wheat is a vegetable.” This sentence consists of a single proposition. It is called a *Simple Sentence*.

1. A **Simple Sentence** consists of a single proposition.

“Wheat grows in the field, and men reap it.” This sentence consists of two propositions, each of which will make complete sense when standing alone. It is called a *Compound Sentence*.

2. A **Compound Sentence** consists of two or more connected sentences, each of which will make complete sense when standing alone.

**Rem.**—The sentences of which a compound sentence is composed are called **Members**.

### Model for Analysis.

“Lead us not into temptation, but deliver us from evil.”

This is a *sentence*; (why?): *compound*; it consists of two connected sentences, each of which will make complete sense when standing alone. “Lead us not into temptation” is the first member; “deliver us from evil”, the second member.

**Thou**, understood, is the subject of the first member; **lead**, the predicate. “Lead” is modified by **us**, an objective element; by **not**, an adverbial element; and by the phrase, **into temptation**, an adverbial element.

**Thou**, understood, is the subject of the second member: **deliver**, the predicate. “Deliver” is modified by **us**, an objective element, and by the phrase, **from evil**, an adverbial element.

### EXERCISES.

1. Night comes to our bed, and breathes it in our ears. 2. He lived for his love—for his country he died. 3. Art is long, and time is fleeting. 4. You must reform, or you will be ruined.

5. She raised her glazed eyes, and looked about with a faint wildness. 6. The dignity of woman has its peculiar character; it awes more than that of man. 7. The earth is hidden yet, but not dead. 8. It is the day of man’s trial, not the time of his reward.

*Write five compound sentences, each containing two members.*

*Ascertain what sentences in your reading lesson are compound.*

**Questions.**—What is a simple sentence? A compound sentence? What are the parts of a compound sentence called?

## 96. Complex Sentences.

The sentence, "I know where gold is found" contains two propositions: "I know" and "where gold is found". The conjunctive adverb "where" connects these propositions, modifying "know" in the first, and "is found" in the second.

These propositions are called *Clauses*. (See section 26.)

The first clause, "I know", makes complete sense when standing alone, and is therefore called the *leading* or *principal* clause.

1. A **Principal Clause** is one which makes complete sense when separated from the rest of the sentence.

The second clause, "where gold is found", does not make complete sense when standing alone, and is therefore called a *dependent* or *subordinate* clause.

2. A **Subordinate Clause** is one which does not make complete sense when separated from the rest of the sentence.

**Rem.**—All the elements of a sentence may be clauses: hence, there are *Subject*, *Predicate*, *Objective*, *Adjective*, and *Adverbial Clauses*.

3. A **Complex Sentence** consists of a principal clause, some part of which is modified by one or more subordinate clauses.

**Rem.**—When a complex sentence contains many clauses, each clause should be separately analyzed in the order indicated by its position.

## Models for Analysis.

### I. "He dared to lead where any dared to follow."

This is a *sentence*; (why?): *complex*; it is composed of a principal and a subordinate clause. "He dared to lead" is the principal clause, and "where any dared to follow", the subordinate clause.

**He** is the subject of the principal clause; (why?): **dared**, the predicate; (why?). "Dared" is modified by the phrase, **to lead**, an objective element: "to lead" is modified by the adverbial clause, **where any dared to follow**, of which, **any** is the subject, **dared**, the predicate, and the phrase, **to follow**, the object, which is modified by **where**, an adverbial element. "Where" is also a connective, joining the subordinate clause to "to lead", the object of the principal clause.

### II. "He that hateth, dissembleth with his lips."

This is a *sentence*; (why?): *complex*; (why?). "He dissembleth with his lips" is the principal, and "that hateth", the subordinate clause.

**He** is the subject of the principal clause; (why?): **dissembleth**, the predicate; (why?). "He" is modified by the clause, **that hateth**, an adjective element, of which **that** is the subject, and **hateth**, the predicate: "dissembleth" is modified by the phrase, **with his lips**, an adverbial element: "lips" by **his**, an adjective element.

### EXERCISES.

1. He that flattereth, deceiveth his neighbor. 2. The boy that you saw is my younger brother. 3. He is frightened when it thunders. 4. I can not study where there is much noise. 5. I would pay you, if I had the money. 6. Was that man whom you addressed, your guardian? 7. He is a good man, though very eccentric.

8. Nature never did betray  
The heart that loved her.—*Wordsworth*.

9. The poor too often turn away, unheard,  
 From hearts that shut against them, with a sound  
 That shall be heard in heaven.—*Longfellow.*

*Write five sentences, using clauses as subjects.*

**Model.**—"Haste makes waste" is a true saying.

*Write five sentences, using clauses as predicates.*

**Model.**—The rumor is, that Mr. Judson has failed.

*Write five sentences, using clauses as objects.*

**Model.**—I believe that the earth is round.

*Write five sentences, using clauses as adjective elements.*

**Model.**—The report that he is insane, is unfounded.

*Write five sentences, using clauses as adverbial elements.*

**Model.**—Our teacher is delighted when we are studious.

**Questions.**—What is a clause? A principal clause? A subordinate clause? A complex sentence? How many elements of a sentence may be complex? How many kinds of clauses are there?

## 97. Modified Subject and Predicate.

1. The **Grammatical Subject** of a proposition is the unmodified subject.

**Ex.**—"A great storm is raging." "Storm" is the grammatical subject.

2. The **Complex** or **Logical Subject** is the grammatical subject, taken with all its modifiers.

**Ex.**—"A great storm is raging." "A great storm" is the logical subject. "He who runs may read." "He who runs" is the logical subject.



3. The **Grammatical Predicate** of a proposition is the unmodified predicate.

**Ex.**—"The storm rages furiously." "Rages" is the grammatical predicate.

4. The **Complex** or **Logical Predicate** is the grammatical predicate, taken with all its modifiers.

**Ex.**—"The storm rages furiously." "Rages furiously" is the logical predicate. "The wind blows with great violence." "Blows with great violence" is the logical predicate; "blows" is the grammatical predicate.

**Rem.**—All the parts of a sentence may be simple or complex; but it is not necessary, in analysis, to distinguish them as such. The distinction, however, may be observed with the subject and predicate.

*Point out the **grammatical** and **logical subjects** and **predicates** in any of the preceding sentences.*

*Write the first two sentences of a composition on "**Coasting**", and point out the **grammatical** and **logical subjects** and **predicates**.*

---

**Questions.**—What is the grammatical subject of a proposition? The complex or logical subject? The grammatical predicate? The complex or logical predicate?

## 98. Ellipsis.

1. **Ellipsis** is the omission of one or more words of a sentence. The words omitted are said to be understood.

**Rem.**—If required in analysis or parsing, the words omitted must be supplied.

2. All but the most important part of a sentence may be omitted.

1. **Nouns** may be omitted; as, "Ye are Christ's [*disciples*]".

2. **Pronouns** may be omitted; as, "Come [*thou*]".

3. **Adjectives** may be omitted; as, "A slate and [*a*] pencil"; "That kind of exercise may be good for you, but not [*good*] for me".

4. **Participles** may be omitted; as, "This [*being*] done, we resumed our journey".

5. **Verbs** may be omitted; as, "I'll [*go*] hence to London"; "[*To be*] England's friend [*is to be*] Ireland's foe".

6. **Adverbs** may be omitted; as, "He acted honorably, but you did not [*act honorably*]".

7. **Prepositions** and **Conjunctions** may be omitted; as, "He gave [*to*] me an orange"; "A good, [*and*] wise, and truthful friend".

8. Entire **Phrases** and **Clauses** may be omitted; as, "You have more to do than you can accomplish; I, less [*to do than I can accomplish*]".

---

**Questions.**—What is ellipsis? When are words said to be understood? What parts of a sentence may be omitted?

## 99. Abridgment.

1. **Complex Sentences** are often changed into simple ones by abridging their subordinate clauses.

**Rem.**—This is done by dropping the subject or changing its case, and by changing the copula or verbal predicate to an infinitive or a participle.

**Ex.**—"I believe *that he is insane*", is equivalent to, "I believe *him to be insane*". "*When the mayor arrived*, the rabble dispersed", is equivalent to, "*The mayor having arrived*, the rabble dispersed".

2. In analyzing, let the pupil expand each abridged clause into a complete proposition, and state its office or use in the sentence.

## Models for Analysis.

### I. "Forward!"

This is a *sentence*; (why?): its subject and predicate are omitted by ellipsis. It is equivalent to, "March ye forward!" **We** is the subject; (why?): **march**, the predicate; (why?). "March" is modified by **forward**, an adverbial element.

### II. "The snow being deep, we could not proceed."

This is a *sentence*; (why?). **We** is the subject; (why?): **could proceed**, the predicate; (why?). "Could proceed" is modified by **not**, an adverbial element, and by the absolute phrase, **the snow being deep**, an adverbial element, equivalent to, "because the snow was deep". "Snow" is modified by **the** and **being deep**, both adjective elements.

### EXERCISES.

1. Attention! 2. On, Stanley, on! 3. A rope to the side! 4. Magnificent! 5. How now, my old friend. 6. Honest, my lord? 7. Better late than never. 8. Are you cold?—Something.

9. No rain having fallen, the crops were destroyed. 10. There is no danger of his falling. 11. The storm continuing, we dropped anchor. 12. Having led an active life, he could not endure confinement. 13. Being human, he is not perfect. 14. Honor being lost, all is lost.

## 100. Rules of Syntax.

1. **Syntax** is that part of grammar which treats of the construction of sentences.

**Rem.**—All the exercises in the formation of sentences, in this work, are exercises in syntax.

2. A **Rule of Syntax** is a statement of the manner in which words should be used in sentences.

**Rule I.** The subject of a proposition is in the nominative case.

**Rem.**—Any thing that may be used as a noun may be the subject; as, "*A* is a vowel"; "*To play* is pleasant"; "*That the times are hard* is undeniable".

**Rule II.** A noun or pronoun used as the predicate of a proposition, is in the nominative case.

**Rem.**—A noun or pronoun used as the predicate, denotes the same person or thing as the subject, and must agree with it in case, and generally in number and person.

**Rule III.** A noun or pronoun, used to limit the meaning of a noun denoting a different person or thing, is in the possessive case.

**Rem. 1.**—The limited noun is sometimes omitted; as, "We visited St. Paul's [*church*]"

**Rem. 2.**—The limited noun need not be plural because the possessive is plural; as, "Their *intention* was good".

**Rule IV.** A noun or pronoun, used to limit the meaning of a noun or pronoun denoting the same person or thing, is in the same case.

**Rem. 1.**—A noun may be in apposition with a sentence, and a sentence with a noun; as, "*He is dangerously ill—a fact that can not be denied*"; "Remember Franklin's maxim, '*God helps them that help themselves*'".

**Rem. 2.**—A word in apposition with another, is frequently introduced by *as* or *or*; as, "*As mayor of the city, I feel aggrieved*"; "mayor" being in apposition with "I": "*Maize, or Indian corn,* is extensively cultivated".

**Rule V.** A noun or pronoun used independently is in the absolute case.

**Rule VI.** The object of a transitive verb in the active voice, or of its participles, is in the objective case.

**Rem. 1.**—A phrase beginning with a noun or pronoun may be the object of a transitive verb; as, "I want *friends to love*".

**Rem. 2.**—Some verbs have two objects, one representing a person, the other a thing; as, "He asked *me a question*". When such verbs are used in the passive voice, if the *thing* is made nominative, the *person* is governed by a preposition, expressed or understood: if the person is made nominative, the thing is in the objective case without a governing word.

**Rem. 3.**—A noun or pronoun following the infinitive *to be*, is frequently in the objective case in apposition with a word which precedes it; as, "I did not think it to be *him*"; "him" is in apposition with "it": "*Whom* do you take me to be?" "whom" is in apposition with "me".

**Rule VII.** The object of a preposition is in the objective case.

**Rule VIII.** Nouns denoting *time, distance, measure, or value*, after verbs and adjectives, are in the objective case without a governing word.

**Ex.**—"He came home yesterday." Both "home" and "yesterday" are in the objective case without a governing word.

**Rem.**—Nouns and pronouns following the passive forms of certain verbs, are in the objective case without a governing word; as, “I was taught *grammar*”; “He was offered a *situation*”.

**Rule IX.** Pronouns must agree with their antecedents in gender, person, and number.

**Rem.**—A pronoun used instead of a collective noun, denoting unity, should be in the neuter singular: one used instead of a collective noun, denoting plurality, should be plural, taking the gender of the individuals composing the collection.

**Rule X.** A pronoun, with two or more antecedents in the singular, connected by *and*, must be plural.

**Rem.**—When the antecedents are the names of the same person or thing, the pronoun must be singular: when they are limited by *each*, *every*, or *no*, the pronoun must be singular: when the antecedents, taken together, are regarded as a single thing, the pronoun must be singular.

**Ex.**—“The *patriot* and *statesman* receives *his* reward”; “Each *officer*, each *private*, did *his* duty”; “*Bread* and *milk* is healthy food”.

**Rule XI.** A noun or pronoun, with two or more antecedents in the singular, connected by *or* or *nor*, must be singular.

**Rem.**—When one of the antecedents is plural, it should be placed last, and the pronoun should be plural; as, “Neither the farmer nor his sons were aware of *their* danger”.

**Rule XII.** An adjective or participle belongs to some noun or pronoun.

**Rem.**—An adjective used as a predicate belongs to the subject.

**Rule XIII.** A verb must agree with its subject in person and number.



**Rule XIV.** A verb, with two or more subjects in the singular, connected by *and*, must be plural.

**Rem.**—When two or more subjects in the singular are but different names for the same thing, the verb should be singular; as, “*Descent and fall to us is adverse.*” When two or more singular subjects are emphatically distinguished, the verb should be singular; as, “Every bird and beast cowers before the wild blast.”

**Rule XV.** A verb, with two or more subjects in the singular, connected by *or* or *nor*, must be singular.

**Rule XVI.** An infinitive may be used as a noun in any case except the possessive.

**Rem.**—The sign *to* should never be separated from the rest of the infinitive. “*To rapidly write*” should be, “*To write rapidly*”.

**Rule XVII.** An infinitive not used as a noun, depends upon the word it limits.

**Rem.**—An infinitive may depend upon any of the parts of speech, except the preposition, conjunction, and interjection.

**Rule XVIII.** Adverbs modify verbs, adjectives, participles, and adverbs.

**Rem.**—Adverbs also modify phrases and entire propositions; as, “He lives *just* around the corner”; “*Verily*, ye are the people”.

**Rule XIX.** A preposition shows the relation of its object to the word upon which the latter depends.

**Rule XX.** Conjunctions connect words, phrases, members, and clauses.

**Rule XXI.** Interjections have no dependence upon other words.

**101. Miscellaneous Exercises.**

1. She saw a glory in each cloud. 2. Still waters are commonly deepest. 3. To-morrow may be brighter than to-day. 4. Few days pass without some clouds. 5. She made acquaintance with the birds that fluttered by. 6. It was a harper, wandering with his harp.

7. How long didst thou think that his silence was slumber? 8. At length the sun departed, setting in a sea of gold. 9. The smooth sea, the serene atmosphere, the mild zephyr, are the proper emblems of a gentle temper, and a peaceful life.

10. 'Tis greatly wise to talk with our past lives,  
And ask them what report they bore to heaven.

11. The night, methinks, is but the daylight sick. 12. Evils have been more painful to us in the prospect than in the actual pressure. 13. A written or printed paper, posted in a public place, is called a placard. 14. Few are qualified to shine in company; but it is in most men's power to be agreeable.

15. How often have I blessed the coming day,  
When toil remitting lent its turn to play,  
And all the village train, from labor free,  
Led up their sports beneath the spreading tree.

*Goldsmith.*

16. Alas, we think not that we daily see  
About our hearths, angels that are to be,  
Or may be if they will.—*Leigh Hunt.*

17. The insect tribe are here: the ant toils on  
With its white burden; in its netted web  
Gray glistening o'er the bush, the spider lurks,  
A close-crouched ball, out-darting as a hum  
Tells its trapped pray, and looping quick its threads,  
Chains into helplessness the buzzing wings.—*Street.*

18. Princes have but their titles for their glories;  
An outward honor for an inward toil.—*Shakspeare*.
19. My soul is an enchanted boat,  
Which, like a sleeping swan, doth float  
Upon the silver waves of thy sweet singing;  
And thine doth like an angel sit  
Beside the helm conducting it,  
While all the winds with melody are ringing.—*Shelley*.
20. The year leads round the seasons in a choir  
Forever charming and forever new,  
Blending the grand, the beautiful, the gay,  
The mournful and the tender in one strain.—*Percival*.
21. King David's limbs were weary. He had fled  
From far Jerusalem; and now he stood,  
With his faint people, for a little rest  
Upon the shores of Jordan. The light wind  
Of morn was stirring, and he bared his brow  
To its refreshing breath; for he had worn  
The mourner's covering, and he had not felt  
That he could see his people until now.—*Willis*.
22. One hour beheld him since the tide he stemmed,  
Disguised, discovered, conquering, ta'en, condemned,  
A chief on land, an outlaw on the deep,  
Destroying, saving, prisoned, and asleep.—*Byron*.
23. Who e'er, amidst the sons  
Of reason, valor, liberty, and virtue,  
Displays distinguished merit, is a noble  
Of Nature's own creating.—*Thomson*.
24. He that attends to his interior self,  
That has a heart, and keeps it; has a mind  
That hungers, and supplies it; and who seeks  
A social, not a dissipated life,  
Has business.—*Cowper*.

25. The timid it concerns to ask their way,  
And fear what foe in caves and swamps may stay;  
To make no step until the event is known,  
And ills to come, as evils past, bemoan.  
Not so the wise; no coward watch he keeps,  
To spy what danger on his pathway creeps.  
Go where he will, the wise man is at home—  
His hearth the earth, his hall the azure dome.—*Emerson.*
26. Every worm beneath the moon  
Draws different threads, and late or soon  
Spins toiling out his own cocoon.—*Tennyson.*
27. Sweet is the breath of morn, her rising sweet,  
With charm of earliest birds; pleasant the sun,  
When first on this delightful land he spreads  
His orient beams, on herb, tree, fruit, and flower,  
Glistening with dew.—*Milton.*
28. The day hath gone to God,—  
Straight—like an infant's spirit, or a mocked  
And mourning messenger of grace to man.—*Bailey.*
29. It is a little thing to speak a phrase  
Of common comfort, which, by daily use,  
Has almost lost its sense; yet on the ear  
Of him who thought to die unmourned, 'twill fall  
Like choicest music.—*Talfourd.*
30. Labor is life! 'T is the still water faileth;  
Idleness ever despaireth, bewaileth;  
Keep the watch wound, for the dark rust assaileth;  
Flowers droop and die in the stillness of noon.  
*Frances S. Osgood.*

## 102. Questions for Review.

What is a noun? A common noun? A proper noun? What belong to nouns?

What is gender? How many genders are there? What is the masculine gender? The feminine gender? The common gender? The neuter gender? How many ways of distinguishing the masculine and feminine genders? Give them.

What is person? How many persons are there? Define them.

What is number? How many numbers are there? What is the singular number? The plural number? Repeat the rules for the formation of the plural.

What is case? How many cases are there? What is the nominative case? The possessive case? How is the possessive singular formed? The possessive plural? What is the objective case? The absolute case? In how many ways may a noun be in the absolute case?

What is declension? What is parsing? Repeat the order of parsing a noun.

What is a pronoun? A personal pronoun? What are the simple personal pronouns? The compound personal pronouns? When pronouns of different per-

sons are used, how should they be arranged? Decline the personal pronouns. Repeat the order of parsing a personal pronoun.

What are the possessive pronouns? How is emphatic distinction denoted? Repeat the order of parsing a possessive pronoun.

What is a relative pronoun? What are the simple relatives? The compound relatives? To what is "what" equivalent? "Whoever?" "Whichever?" "Whoso" and "Whosoever?" Decline "who" and "which". What is a relative clause? Repeat the order of parsing a relative pronoun.

What are the interrogative pronouns? What is the subsequent of an interrogative pronoun? With what must an interrogative agree in gender, person and number? Repeat the order of parsing an interrogative pronoun. Repeat the "cautions" in section 57.

What is an adjective? A descriptive adjective? A definitive adjective? What is comparison? How many degrees are there? What is the positive degree? What does the suffix *ish* denote? What is the comparative degree?

How is it regularly formed?  
 What is the superlative degree?  
 How is it regularly formed?  
 How are some adjectives compared?

What are pronominal adjectives? Name some of the principal pronominals. What is said of the phrases *such a*, &c.? What are numeral adjectives? Cardinal numerals? Ordinal numerals? Multiplicative numerals? Repeat the order of parsing an adjective. Repeat the "cautions" in section 62.

What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a participle? The present participle? How does the present participle always end? What is the perfect participle? How does it usually end? What is the compound participle? How is it formed?

What belong to verbs? What is voice? How many voices have transitive verbs? What is the active voice? The passive voice? How is the passive voice formed? How is a verb in the active voice changed into the passive?

What is mode? How many modes are there? Name them. What is the indicative mode? The subjunctive mode? The potential mode? The imperative mode? The infinitive mode? What are the signs of the po-

tential mode? What is the sign of the infinitive mode? When is it omitted?

What is tense? How many tenses are there? What is the present tense? The present perfect? The past? The past perfect? The future? The future perfect? Give the signs of the tenses.

What is said of the person and number of verbs? With what must a verb agree in person and number?

What are auxiliary verbs? Name them. Which of them are sometimes used as principal verbs? What is a unipersonal verb?

What is conjugation? What are the principal parts of a verb? What is the synopsis of a verb? Give the synopsis of "to be". Of "to love", in both voices. What are the coördinate forms of conjugation? The progressive form? The emphatic form? The interrogative form? Give the synopsis of each form.

What is a regular verb? An irregular verb? A defective verb? A redundant verb? Repeat the order of parsing a verb. Repeat the "cautions" in section 81.

What is an adverb? Into how many classes can adverbs be divided? What are adverbs of



time? Of place? Of cause? Of manner? Of degree? What is an adverbial phrase? What are conjunctive adverbs? How are adverbs compared? Repeat the order of parsing an adverb. Repeat the "cautions" in section 86.

What is a preposition? A prepositional phrase? Repeat the order of parsing a preposition.

What is a conjunction? Into how many classes are conjunctions divided? What are copulative conjunctions? Disjunctive conjunctions? Correlative conjunctions? Repeat the order of parsing a conjunction.

What is an interjection? Repeat the order of parsing an interjection.

What is a simple sentence? A compound sentence? What are the parts of a compound sentence called?

What is a clause? A principal clause? A subordinate clause? A complex sentence? How many elements of a sentence may be complex? How many kinds of clauses are there?

What is the grammatical subject of a proposition? The logical subject? The grammatical

predicate? The logical predicate?

What is ellipsis? What parts of speech may be omitted?

How are complex sentences changed into simple ones?

What is syntax? What is a rule of syntax? Repeat the rule for the subject of a proposition. For a noun or pronoun used as predicate. For the possessive case. For the "same case". For the absolute case. For the objective case after transitive verbs. For the object of a preposition. For nouns denoting time, distance, measure, or value.

Repeat the rule for the gender, person, and number of pronouns. For pronouns with two or more antecedents connected by *and*. Connected by *or* or *nor*.

Repeat the rule for adjectives and participles.

Repeat the rule for the number and person of verbs. For verbs with subjects connected by *and*. Connected by *or* or *nor*. For the infinitive used as a noun. For the infinitive not used as a noun.

Repeat the rule for adverbs. For prepositions. For conjunctions. For interjections.

## PART IV.

# PUNCTUATION.

### 103. Definition.

1. **Punctuation** is the art of dividing written discourse into sentences and parts of sentences, by means of points or marks.

2. The principal marks used in punctuation are the following :

Comma, . . . . ,	Exclamation Point, !
Semicolon, . . . ;	Dash, . . . —
Colon, . . . :	Curves, . . . ( )
Period, . . . . .	Brackets, . . . [ ]
Interrogation Point, ?	

### 104. The Comma.

The **Comma** denotes the slightest degree of separation between the parts of a sentence.

**Rule I.** Two or more nouns, pronouns, adjectives, verbs, or adverbs, in the same construction, should be separated by commas.

**Ex.**—1. Spring, summer, autumn, and winter are called the seasons. 2. You, he, and I were boys together. 3. David was a brave, wise, and pious man. 4. In a letter, we may advise, exhort, comfort, request, and discuss. 5. Success depends upon our acting prudently, steadily, and vigorously.

**Rule II.** The members of a compound sentence, when short, and connected by conjunctions, should be separated by commas.

**Ex.**—He was not fond of the technical language of metaphysics, but he had grappled, like the giant he was, with its most formidable problems.—*Everett*.

**Rule III.** Two correlative clauses should be separated by commas.

**Ex.**—As in Adam all die, so in Christ shall all be made alive.

**Rule IV.** Each couplet of words arranged in pairs should be set off by commas.

**Ex.**—Sink or swim, live or die, I give my hand and my heart to this vote.

**Rule V.** Words placed in opposition to each other should be separated by commas.

**Ex.**—Though deep, yet clear; though gentle, yet not dull.

**Rem.**—This rule applies, also, to phrases and clauses placed in opposition or antithesis to each other.

**Rule VI.** When a verb is omitted, its place is usually supplied by a comma.

**Ex.**—War is the law of violence; peace, the law of love.

**Rule VII.** Transposed words, phrases, and clauses are usually set off by commas.

**Ex.**—1. Integrity is, no doubt, the first requisite. 2. Whom ye ignorantly worship, Him declare I unto you.

**Rule VIII.** Adverbs used independently, or modifying an entire proposition, should be set off by commas.

**Ex.**—Indeed, you must wait awhile.

**Rule IX.** Nouns and pronouns in the absolute case by pleonasm or direct address, should be separated from the rest of the sentence by commas.

**Ex.**—1. Our souls, how heavily they go, to reach immortal joys. 2. Take, O boatman, thrice thy fee!

**Rule X.** Nouns in apposition, modified by other words than *the*, should be set off by commas.

**Ex.**—The butterfly, child of the summer, flutters in the sun.

**Rem.**—Nouns in apposition, introduced by *or* or *as*, should be set off by commas.

**Rule XI.** A direct quotation should be set off by commas.

**Ex.**—Quoth the raven, “Nevermore”.

**Rule XII.** Words repeated for emphasis should be set off by commas.

**Ex.**—Verily, verily, I say unto you.

## 105. The Semicolon.

The **Semicolon** denotes a degree of separation greater than that denoted by the comma.

**Rule I.** The semicolon should be used before *as*, *namely*, &c., introducing an example or an illustration.

**Ex.**—There are four seasons; namely, spring, summer, autumn, and winter.

**Rule II.** Clauses having a common dependence should be separated by semicolons.

**Ex.**—Experience teaches us, that an entire retreat from wordly affairs is not what religion requires; nor does it even enjoy a long retreat from them.

**Rule III.** Semicolons should separate the members of compound sentences, if the connective is omitted, or if their parts are separated by commas.

**Ex.**—1. Straws swim upon the surface; pearls lie at the bottom. 2. Philosophers assert, that nature is unlimited in her

operations; that she has inexhaustible treasures in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries, of which we have not the least idea.

### 106. The Colon.

The **Colon** denotes a degree of separation greater than that indicated by the semicolon.

**Rule I.** The colon should precede an example or a lengthy quotation, and follow the introduction to a speech.

**Ex.**—The Scriptures give us an amiable representation of the Deity in these words: “God is love”.

**Rule II.** The members of a compound sentence, whose parts are set off by semicolons, should be separated by colons.

**Ex.**—We do not say that his error lies in being a good member of society; this, though only a circumstance at present, is a very fortunate one: the error lies in his having discarded the authority of God as his legislator; or, rather, in his not having admitted the influence of that authority over his mind, heart, or practice.

### 107. The Period.

The **Period** denotes the greatest degree of separation.

**Rule I.** The period should be placed at the end of a declarative or imperative sentence.

**Ex.**—1. Evil communications corrupt good manners. 2. Walk quietly.

**Rule II.** The period should be used after every abbreviated word.

**Ex.**—H. G. Lloyd, Esq.; Mich., Ind., Ill.; Ps. lxxv, 6, 7; Chap. XIV.

### 108. Interrogation Point.

The **Interrogation Point** denotes that a question is asked.

**Ex.**—1. Where is Singapore? 2. Do you own this farm?

### 109. Exclamation Point.

The **Exclamation Point** denotes passion or emotion.

**Rule I.** The exclamation point should be placed after expressions denoting strong emotion.

**Ex.**—Alas, poor Yorick! Fie on you!

### 110. The Dash.

The **Dash** is a straight, horizontal line, placed between the parts of a sentence.

**Rule I.** The dash should be used where a sentence breaks off abruptly, or where there is a change in its meaning or construction.

**Ex.**—Dim—dim—I faint—darkness comes over me. 2. If thou art he, so much respected once—but oh! how fallen! how degraded!

**Rule II.** The dash is frequently used before and after a parenthesis.

**Ex.**—They see three of the cardinal virtues of dog or man—courage, endurance, and skill—in intense action.

**Rem.**—The dash is frequently used where there is an omission of letters or figures; as, L—d N—h; *i. e.*, Lord North: Ps. xxxv, 6—10; *i. e.*, Ps. xxxv, 6, 7, 8, 9, 10.



### 111. The Curves.

The **Curves** include an expression which has no necessary connection, in sense or construction, with the sentence in which it is inserted.

**Rule I.** The curves should include those words which may be omitted without injury to the sense.

**Ex.**—Know, then, this truth (enough for man to know),  
Virtue alone is happiness below.—*Pope*.

**Rem.**—The curves sometimes include letters or figures used to enumerate subjects or divisions of a subject; as, “(a) What it does; (b) What it is.”

### 112. The Brackets.

**Brackets** are used to include words, phrases, or clauses explaining what precedes them, or correcting an error.



**Ex.**—1. They [the Indians] are fast disappearing. 2. I differ with [from] you in opinion.

### 113. Other Marks used in Writing.

I. The **Apostrophe** ['] is used to denote the omission of one or more letters, or to mark the possessive case; as, “You’re mistaken”; “The Queen’s English”.

II. The **Hyphen** [=] is used (1) to join the parts of compound words and expressions; (2) to divide words into syllables; (3) after a syllable at the end of a line, when the rest of the word is carried to the next line; as, “Nut-brown maid:” “con-fu-sion”.

III. **Quotation Marks** [ “ ” ] are used to show that a passage is taken *verbatim* from some author; as, “Shakspeare says, ‘All the world’s a stage’”.

IV. The **Index** [  ] and **Asterism** [ \* \* ] point out a passage to which special attention is called; as, “ Be punctual in your attendance at school”.

V. The **Asterisk** [ \* ], the **Obelisk** or **Dagger** [ † ], the **Double Dagger** [ ‡ ], the **Section** [ § ], the **Parallels** [ || ], and the **Paragraph** [ ¶ ], refer to notes in the margin, or at the bottom of the page.

VI. The **Brace** [ — ] connects a number of words with a common term.

VII. The **Paragraph** [ ¶ ] denotes the beginning of a new subject.

VIII. The **Section** [ § ] denotes the divisions of a treatise.

IX. The **Caret** [ ^ ] is used in writing to show that something has been omitted.

Ex.—The <sup>a</sup> <sup>not</sup> <sup>countries</sup>  
<sup>^</sup> <sup>^</sup> <sup>^</sup> seasons are alike in all of the same region.

X. The **Tilde** [ ñ ] annexes to *n* the sound of *y*; as, *cañon*, pronounced *canyon*: the **Cedilla** [ ç ] gives to *c* the sound of *s*; as, *façade*: the **Macron** [ — ] marks a long sound, as in *tōne*: the **Breve** [ ˘ ], a short sound, as in *tön*: the **Dieresis** [ ¨ ] separates two vowels into two syllables; as, *äëriform*.

XI. The **Acute Accent** [ ´ ] commonly denotes a sharp sound; the **Grave Accent** [ ` ], a depressed sound; the **Circumflex Accent** [ ˆ or ˘ ], a broad sound.

**Rem.**—In most reading books, the *acute* accent denotes the rising inflection; the *grave* accent, the falling inflection; the *circumflex*, a union of the acute and the grave.

**Suggestion to Teachers.**—Require pupils to give rules for the use of all the points found in their reading lesson. Select passages from good authors, and pronounce the words in consecutive order, as in a spelling lesson, without indicating the grammatical construction by tone of voice or inflections. Let the pupils write these as pronounced, and separate them into sentences and parts of sentences by the proper points.

*Punctuate properly the following example, and observe the rules for the use of capitals:*

his personal appearance contributed to the attraction of his social intercourse his countenance frame expression and presence arrested and fixed attention you could not pass him unnoticed in a crowd nor fail to observe in him a man of high mark and character no one could see him and not wish to see more of him and this alike in public and private.

*edward everett,*

---

**Questions.**—What is punctuation? What are the principal marks used in punctuation?

What does the comma denote? Repeat the rules for the use of the comma.

What does the semicolon denote? Repeat the rules for its use.

What does the colon denote? Repeat the rules for its use.

What does the period denote? Repeat the rules for its use.

What does the interrogation point denote?

What does the exclamation point denote? Repeat the rule for its use.

What is the dash? Repeat the rules for its use.

What are the curves? What should they include?

What are the brackets used to include?

What does the apostrophe denote? For what purposes is the hyphen used? The quotation marks? The index and asterism? The asterisk, &c.? What does the brace connect? What does the paragraph denote? The section?

For what purpose is the caret used? What does the tilde denote? The cedilla? The macron? The breve? The dieresis? What does the acute accent denote? The grave accent? The circumflex accent? What do these denote in most reading books?

## PART V.

### ORTHOGRAPHY.

#### 114. Sounds—Letters.

When we speak, we use sounds made by the voice. These sounds are called *Elementary Sounds*.

1. An **Elementary Sound** is one which can not be separated into two or more distinct sounds.

When we write, we represent these sounds by letters.

2. A **Letter** is a character used to represent an elementary sound, or a combination of elementary sounds; as, *a*, *x*.

#### 115. Elementary Sounds.

1. There are forty elementary sounds in the English language. They are divided into *Vowels* and *Consonants*.

2. **Vowels**, or **Vocals**, are those sounds which are made with the vocal organs open. They are also called *Tonics*.

3. **Consonants** are obstructed sounds, or mere emissions of breath. They are subdivided into *Subvocals* and *Aspirates*.

4. **Subvocals** are those sounds which are obstructed by the vocal organs, in the process of articulation. They are also called *Subtonics*.

5. **Aspirates** are mere emissions of breath. They are also called *Atonics*.

## 116. Table of Elementary Sounds.

### Vowels.

<b>a</b> long, as in . . .	hate.	<b>i</b> long, as in . . .	time.
<b>a</b> short, " . . .	hat.	<b>i</b> short, " . . .	tin.
<b>a</b> middle, " . . .	ask.	<b>o</b> long, " . . .	cold.
<b>a</b> Italian, " . . .	arm.	<b>o</b> short, " . . .	hot.
<b>a</b> broad, " . . .	all.	<b>oo</b> long, " . . .	ooze.
<b>e</b> long, " . . .	eve.	<b>oo</b> short, " . . .	book.
<b>e</b> short, " . . .	ell.	<b>u</b> long, " . . .	lute.
		<b>u</b> short, " . . .	cup.

### Consonants.

<i>Subvocals.</i>		<i>Aspirates.</i>	
<b>b</b> , as in . . . . .	bib.	<b>p</b> , as in . . . . .	lip.
<b>v</b> , " . . . . .	save.	<b>f</b> , " . . . . .	life.
<b>w</b> , " . . . . .	way.	<b>wh</b> , " . . . . .	when.
<b>m</b> , " . . . . .	am.	Has no corresponding aspirate.	
<b>d</b> , " . . . . .	lid.	<b>t</b> , as in . . . . .	tat.
<b>th</b> , " . . . . .	with.	<b>th</b> , " . . . . .	myth.
<b>j</b> , " . . . . .	jar.	<b>ch</b> , " . . . . .	church.
<b>z</b> , " . . . . .	size.	<b>s</b> , " . . . . .	hiss.
<b>zh</b> , " . . . . .	azure.	<b>sh</b> , " . . . . .	hush.
<b>l</b> , " . . . . .	lull.	Has no corresponding aspirate.	
<b>r</b> , as in . . . . .	roar.	" " "	
<b>u</b> , " . . . . .	man.	" " "	
<b>ng</b> , " . . . . .	song.	" " "	
<b>g</b> , " . . . . .	nag.	<b>k</b> , as in . . . . .	kick.
<b>y</b> , " . . . . .	yes.	Has no corresponding aspirate.	
		<b>h</b> , as in . . . . .	how.

## 117. Letters.

1. There are twenty-six letters in the English alphabet. They are used as either capital letters or as small letters.

**Rem.**—Printers call small letters *lower-case*.

2. Two or more letters are sometimes joined to represent one or more sounds.

3. A **Diphthong** consists of two vowels sounded together in the same syllable; as, *ou*, foul; *oi*, boil.

4. A **Digraph** consists of two vowel letters written together in the same syllable, one only being pronounced, or both representing a single elementary sound; as, *aa*, Canaan; *ai*, gain.

5. A **Trigraph** consists of three vowel letters written together in the same syllable, one only being pronounced, or the three together representing a single vowel sound, or diphthong; as, *aye*, aye; *awe*, awe.

6. A **Double Consonant** consists of two consonant letters written together in the same syllable, representing a single elementary sound; as, *ch*, chord; *gh*, laugh.

7. A **Silent Letter** is one which represents no sound; as, *e* in the word *mute*.

## 118. Capital Letters, Italics, &amp;c.

I. The first word of every sentence should begin with a capital letter.

**Rem.**—The word “that”, commencing a sentence which follows an introductory word or clause, often begins with a capital letter; as, “*Resolved, That* section fourteen, &c.”



II. The first word of every line of poetry should begin with a capital letter.

III. Proper names of persons, places, days, &c., should begin with capital letters.

IV. Titles of honor or distinction should begin with capital letters.

V. All appellations of the Deity should begin with capital letters.

**Rem.**—Words used as substitutes for the name of the Deity sometimes begin with capitals; as, “The *Hand* that made us is divine”.

VI. Words denoting the race or nation of individuals should begin with capital letters.

VII. Words derived from proper names should begin with capital letters.

**Rem.**—When such words become common nouns, they should not begin with capital letters; as, *a guinea; china-ware.*

VIII. Words of special importance may begin with capital letters.

**Rem.**—Common words used as names of particular objects become words of special importance, and should begin with capitals; as, the *Garden City; Big Creek; the City of Brotherly Love; “Have you visited the Round Tower?”*

IX. I and O, used as single words, should be capitals.

X. Emphatic words, phrases, and clauses are frequently printed in italics.

**Rem. 1.**—Words requiring special emphasis are often printed in small capitals or capitals.

**Rem. 2.**—Italicized words in the Bible are those supplied by translators to explain the original.

**Rem. 3.**—In manuscripts, one line drawn under a word indicates *italics*; two lines, SMALL CAPITALS; three lines, CAPITALS.

### Exercises to be Corrected.

1.—the mornings are chilly. sugar is sweet. rainy weather is unpleasant. the snow was more than eight inches deep. hundreds of birds were singing in the park.

2.—The day is past and gone;  
the evening shades appear.  
o may we all remember well  
the night of death is near.

3.—edwin and james went to chicago last may. The legislature meets on the first monday in january. Mr. smith left new york on saturday the 22d of may.

4.—Eli Hughes, esq.; Alexander the great; George the third; earl Russell; gen. Scott. Eli french, esq. argued the case for the defendant before judge Lynch.

5.—Remember thy creator. The lord shall endure forever. "I am the way, the truth, the life." God spake these words, and said: I am the lord thy god.

6.—The french; the mexicans; the americans. "The gypsies wander about from place to place." The spaniards were the first european nation that established colonies in america.

7.—A russian serf; an italian sunset; an african sun; a canadian winter. the foliage of australian trees is remarkable. the prussian army was provided with the best fire-arms. the commander of the russian forces was wounded.

8.—The tariff bill; the Missouri compromise; the whisky

insurrection. "I have just read 'homes without hands' and 'the world before the deluge'."

9:—i can't remember these rules. o, how i wish school was out. there isn't any fun in sitting still all day. let's run away and see the circus come into town.

## 119. Syllables—Words.

1. A **Syllable** is a sound or combination of sounds uttered with one impulse of the voice; as, *man*, *man-ner*.

**Rem. 1.**—Every syllable must contain a vowel.

**Rem. 2.**—A syllable is analyzed by giving the sound represented by each letter, except those which are silent.

2. A **Word** may consist of one or more syllables.

A word of *one* syllable is called a *monosyllable*; as, *care*, *man*.

A word of *two* syllables is called a *dissyllable*; as, *care-ful*, *man-ly*.

A word of *three* syllables is called a *trisyllable*; as, *care-ful-ness*, *man-li-ness*.

A word of *four or more* syllables is called a *polysyllable*; as, *com-pla-cen-cy*, *ec-cen-tric-i-ty*.

3. A **Primitive** or **Radical** word is one in no way derived from another in the same language; as, *mind*, *faith*.

4. A **Derivative** word is one formed by joining to a primitive some letter or syllable to modify its meaning; as, *re-mind*, *faith-ful*.

5. A **Compound** word is one formed by uniting two or more primitive or derivative words; as, *man-worship*, *Anglo-Saxon*.

6. A **Prefix** is that part of a derivative word which is placed before the radical; as, *re-call*, *sub-join*.

7. A **Suffix** is that part of a derivative word which is placed after the radical; as, *faith-ful*, *change-able*.

8. **Spelling** is the art of forming words by arranging their letters in due order.

The proper way of spelling words is best learned from spelling-books and dictionaries.

---

**Questions.**—What is an elementary sound? A letter? How many elementary sounds are there in the English language? How are they divided? What are vowels? What are they also called? What are consonants? How are they subdivided? What are sub-vocals? What are they also called? What are aspirates? What are they also called?

How many letters in the English alphabet? What is a diphthong? A digraph? A trigraph? A double consonant? A silent letter?

Repeat the rules for the use of capital letters.

What is a syllable? What must every syllable contain? How is a syllable analyzed? What is a monosyllable? A dissyllable? A trisyllable? A polysyllable? What is a primitive word? A derivative word? A compound word? A prefix? A suffix? What is spelling?

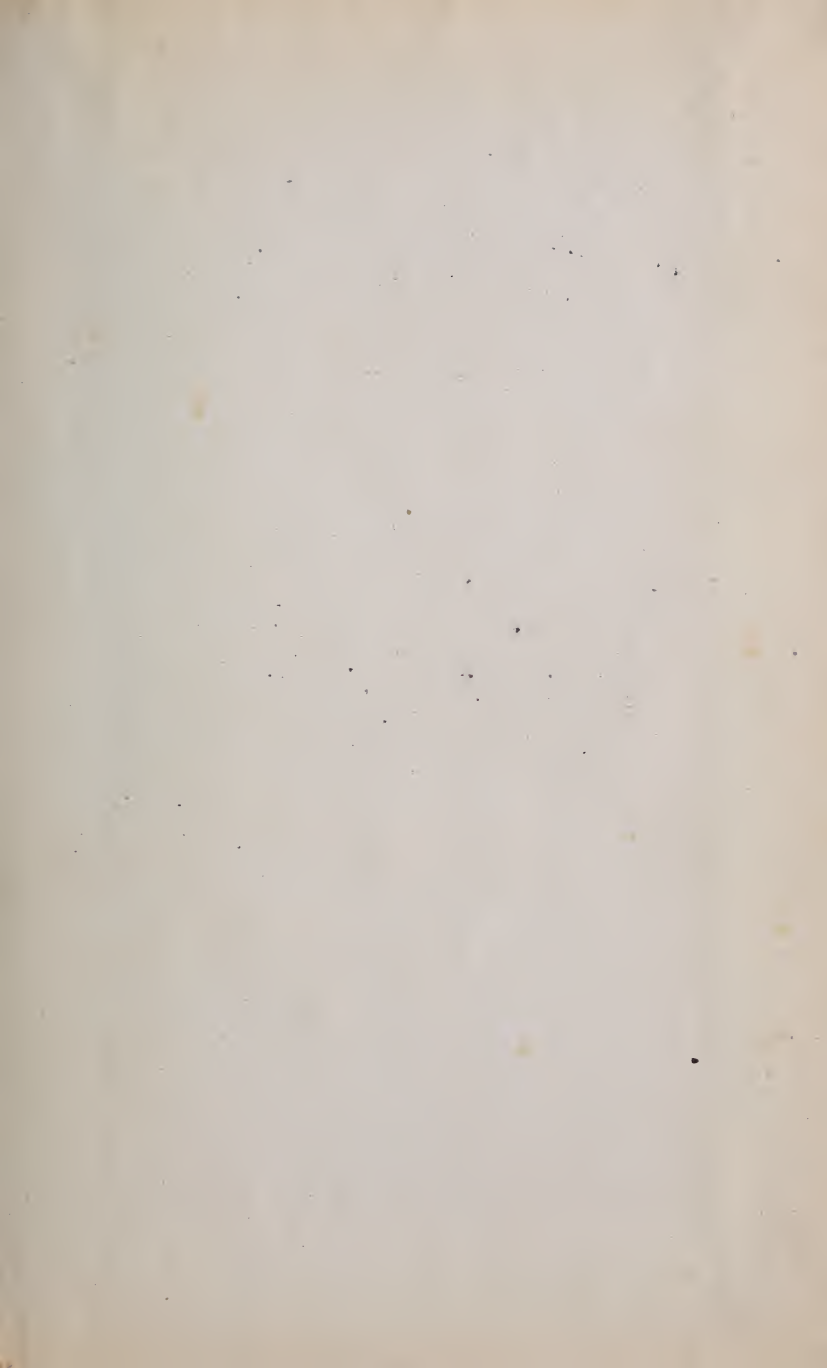












EXCELLENT SCHOOL

JUST PUBLISHED



WILSON,



WINKLE &



CO.,

CINCINNATI, O.

### I. HARVEY'S GRAMMARS.

1. *Harvey's Elementary Grammar* contains a great variety of oral lessons illustrating the best methods of instructing pupils to read and write the English Language correctly. 16mo. 160 pp. Half roan.

2. *Harvey's Practical Grammar* is a concise, logical, comprehensive text-book on that subject. It contains a great number of exercises in false syntax, and is a most admirable book. 12mo. 264 pp.

### II. WHITE'S REGISTERS.

1. *White's Common School Register* contains both a daily record and a term record. It is specially adapted to Sub-District Schools. It will last an ordinary district from three to five years. Folio. 50 pp. Boards. Price \$1.00.

2. *White's Graded School Register* is adapted for recording both attendance and deportment in any department of a graded school. These registers are made of first-class paper, bound in good style, and are altogether the best and cheapest published. Folio. 50 pp. Boards. Price \$1.00.

### LATEST PUBLICATIONS.

I. *Ray's Elements of Astronomy*, a beautifully illustrated work—the latest discoveries are given.

II. *Schuyler's Logic*, a text-book for schools, colleges, and universities—a concise, thorough treatise.

III. *Ray's Analytic Geometry*, embracing an account of the modern methods of Abridged Notation—the most thorough work on the subject published in this country.

LIBRARY OF CONGRESS



0 003 232 093 4